

**IMPROVING THE ENGLISH SPEAKING SKILL OF THE  
ELEVENTH GRADE STUDENTS OF SMAN 2 SLEMAN OF  
YOGYAKARTA THROUGH DIRECTED DISCUSSION GAMES  
IN THE ACADEMIC YEAR OF 2013/2014**

**A Thesis**

**Submitted as Partial Fulfillment of the Requirements for the Attainment of  
The Degree of *Sarjana Pendidikan* in English Language Education**



**By**

**Arista Febrianti Dwi Anjani**

**09202244036**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY**

**2014**

## APPROVAL

Arista Febrianti Dwi Anjani

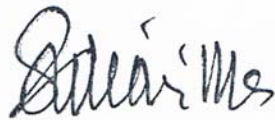
09202244036

This thesis, entitled *Improving the English Speaking Skill of the Eleventh Grade Students of SMAN 2 Sleman of Yogyakarta through Directed Discussion Games*, has been approved by the consultants to be examined.

Approved by:

Yogyakarta, January 22<sup>nd</sup>, 2014

First Consultant,



Drs. Suhaini M. Saleh, M.A  
NIP. 19540120 197903 1 002

Second Consultant,



Ari Purnawan, S.Pd., M.Pd., M.A  
NIP. 19710123 200112 1 002

## RATIFICATION

### IMPROVING THE ENGLISH SPEAKING SKILL OF THE ELEVENTH GRADE STUDENTS OF SMAN 2 SLEMAN OF YOGYAKARTA THROUGH DIRECTED DISCUSSION GAMES IN THE ACADEMIC YEAR OF 2013/2014

#### A THESIS

By:

**Arista Febrianti Dwi Anjani**

**09202244036**

Accepted by the Board of Examiners of the Faculty of Languages and Arts of the State University of Yogyakarta on 27 January 2014 and declared to have fulfilled the requirements for the attainment of Degree of *Sarjana Pendidikan* in English Language Education

Board of Examiners	
Position	Name
Chairperson	<b>Dr. Agus Widyantoro, M.Pd</b>
Secretary	<b>Ari Purnawan, M.Pd., M.A.</b>
First Examiner	<b>Dr. Margana, M.Hum., M.A.</b>
Second Examiner	<b>Drs. Suhaini M. Saleh, M.A.</b>

Signature



**Yogyakarta, 27 January 2014**

**Faculty of Languages and Arts**

**State University of Yogyakarta**

**Dean,**



**Prof. Dr. Zamzani, M.Pd.**

**NIP 19550505 198011 1 001**

*“Mottos”*

*Wattaqullaah wa yu'allimukumullah, wallaahu bikulli syai-in 'allim.*  
- *Al Baqarah 282*

*Leave anything to Allah but never leave Allah to anything because Allah without man is still Allah, but man without Allah is nothing*  
- *anonymous*

## DECLARATION

Yang bertanda tangan di bawah ini, saya:

Nama : Arista Febrianti Dwi Anjani  
NIM : 09202244036  
Program : Pendidikan Bahasa Inggris  
Studi  
Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta  
Judul Skripsi : **IMPROVING THE ENGLISH SPEAKING SKILL  
OF THE ELEVENTH GRADE STUDENTS OF  
SMAN 2 SLEMAN OF YOGYAKARTA THROUGH  
DIRECTED DISCUSSION GAMES IN THE  
ACADEMIC YEAR OF 2013/2014**

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 24 Januari 2014

Penulis,



Arista Febrianti D.A

## ACKNOWLEDGEMENTS

*Bismillaahir Rahmaannir Rahiim*, may praise to Allah SWT, the Almighty for the mercy and strength so that I could finish this thesis. Invocation and peace go to Muhammad SAW, the Prophet, his family and his disciple. May Allah bless them and give them peace.

I would like to acknowledge my first and second advisors specially Drs. Suhaini M.Saleh, M.A and Ari Purnawan, S.Pd., M.Pd., M.A, who have given the sincere helping guidance patiently, support, and encouragement to me. No words could express my grateful to them. I also would like to acknowledge Dr. Agus Widyanoro, M.Pd for his incredible support to me in finishing my thesis. I would also express my gratefulness to any other lecturers in PBI UNY for their suggestions and encouragements.

I feel very much indebted to the Headmaster of SMAN 2 Sleman, Drs. Dahari, M.M, for the kindness. A special thank is also forwarded to Mrs. Susan, S.Pd., the English teacher of SMAN 2 Sleman who is willing to give me a chance in doing the research in her class, and the eleventh grade students of social one who took part enthusiastically in the data collection process.

Moreover, from the deepest of my heart, my great thank is particularly dedicated to my mother Ninik Sulistyani, my beloved father Sudjito, and my lil sister Ayu Triea and also my lovely brother Hani Prihantono for their love and always have a prayer for me. You are my home for me and may Allah give you all the best.

I also thank all of my friends in H class of English Department of UNY 2009: Pakde, Nanako, Yanuar, Ami, Dedew, Teh Rara, Ratna, Vera, Rizka, Anggi, Trimbil, Mawud, Wisnu, Cecep, Tridar, Sondang, for the silly togetherness and cheering up my day. The very special thank is forwarded to my lovely roommates, friends in happiness and sadness: Opi and Rika, who dedicated their mind and energy for me to help finishing this study. I would also like to express my gratitude to my friend, Arinanda Ika for her honest help. Also, I really thank my friends in Relung Theatre who have colored the part of my life during my study at UNY.

Last but not least, I would like to say my thanks to my beloved friends, sister in other occasion, Ayu Fajar M and Nihayatu Zunairoh who inspire me everything to be a better person.

Finally, I expect that my thesis give some improvements of the English teaching and learning process. However, I realize that this writing is far from being perfect. Therefore, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, January 22<sup>nd</sup> , 2014

Arista Febrianti D.A



## DEDICATIONS

*In the name of ALLAH, the Most Beneficent, and the Most Merciful. No God but ALLAH and Muhammad is HIS Prophet*

*I DEDICATE THIS THESIS TO:*

*My beloved mother and father for their long lasting love and kindness,*

*(Ninik Sulistyani & Sudjito)*

## TABLE OF CONTENTS

	Page
<b>TITLE PAGE .....</b>	<b>i</b>
<b>APPROVAL SHEET .....</b>	<b>ii</b>
<b>RATIFICATION SHEET .....</b>	<b>iii</b>
<b>MOTTO .....</b>	<b>iv</b>
<b>DECLARATION .....</b>	<b>v</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>vi</b>
<b>DEDICATIONS.....</b>	<b>vii</b>
<b>TABLE OF CONTENTS .....</b>	<b>viii</b>
<b>LIST OF FIGURES .....</b>	<b>xii</b>
<b>LIST OF TABLES .....</b>	<b>xiii</b>
<b>LIST OF APPENDICES .....</b>	<b>xiv</b>
<b>ABSTRACT .....</b>	<b>xv</b>
 <b>CHAPTER I INTRODUCTION</b>	
A. Background of the Study .....	1
B. Identification of the Problem .....	2
C. Limitation of the Problem .....	6





### **CHAPTER III RESEARCH METHOD**

A. Research Design .....	36
B. Settings of the Research.....	37
C. Subjects of the Research .....	38
D. Time of the Research.....	38
E. Instruments of the Research .....	38
F. Data Collection.....	40
G. Data Analysis .....	41
H. Data Validity and Reability .....	42
I. Procedures of the Research .....	44

### **CHAPTER IV THE RESEARCH FINDINGS DISCUSSION**

A. Research Procedures .....	47
1. Identification of the Field Problems.....	48
2. Determining of the Research Problem .....	50
B. Implementation of Cycle 1.....	51
1. Planning .....	51
2. Action and Observation .....	52
3. Reflection .....	58
C. Implementation of Cycle 2... ..	62
1. Planning .....	62
2. Action and Observation .....	64
3. Reflection .....	70
D. The Scores of the Students and Discussion .....	73

### **CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

A. Conclusions .....	77
----------------------	----

B. Implications .....	79
C. Suggestions .....	80
<b>REFERENCES</b> .....	82
<b>APPENDICES</b> .....	84

## **LIST OF FIGURES**

<b>Figure 1.</b>	Stages of the teaching-learning cycle .....	37
------------------	---	----

## LIST OF TABLES

Table 1	: The problem found during the English classroom process .....	49
Table 2	: The urgency of the field problems that need to be solved .....	50
Table 3	: The differences in speaking teaching and learning process during Cycle I and Cycle II.....	74
Table 4	: The mean score of between pretest and post test.....	75
Table 5	: The students' speaking skill scores in pre-test.....	118
Table 6	: The students' speaking skill scores in post-test.....	119

## LIST OF APPENDICES

<b>Appendix A</b> Lesson Plans and Course Grid.....	85
<b>Appendix B</b> Field notes and Interview transcripts .....	120
<b>Appendix C</b> Documents and Photograph.....	149
<b>Appendix D</b> Letters .....	151

**IMPROVING THE ENGLISH SPEAKING SKILL OF THE ELEVENTH  
GRADE STUDENTS OF SMAN 2 SLEMAN OF YOGYAKARTA THROUGH  
DIRECTED DISCUSSION GAMES IN THE ACADEMIC YEAR OF 2013/2014**

**ARISTA FEBRIANTI D.A  
09202244036**

**ABSTRACT**

The objective of this research is to improve the English speaking skill of the eleventh grade students of SMAN 2 Sleman in the academic year of 2013/2014 through the directed discussion games.

The research applied the principles of action research. The subject of the research was the students of XI IPS 1. The English teacher, the researcher, and the students of class XI IPS 1 were the team members of the research. The data were obtained through observations and interviews with the students and the collaborators. The data were in the forms of field notes and interview transcripts. To support qualitative data, quantitative data were obtained from the pre-test and the post-test scores. The actions implemented in this research were engaging the topic, studying the topic by doing discussion session and activating that required the students to present their discussion result. The use of expression in the teaching and learning process of speaking was about asking and giving opinion. The research was conducted in two cycles.

The result shows that the implementation of the directed discussion games in this study is succesful to improve the students' speaking skills. The indicators of the succes of the implementation were that: 1) the students showed good understanding about the context of the given topic, 2) the students showed good understanding in expressing asking and giving opinion using the appropriate language features, 3) the students were to practice those expressions with the guidance of the teacher and/or by working together in groups, 4) the students were able to practice speaking through various given topics within different contexts, 5) the students showed enthusiastic in getting involve with the activities. The researcher found that the students' speaking ability improves by implementing the directed discussion games by looking at the scores result. There was a significant improvement between the pre test mean (6.3) and the post-test mean (7.3).

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

English language learning has been developed time by time since every human being needs a means of communication called language. Some methodologies of teaching a language continue to change as people use it for different purposes. It also effects when English has been brought all around the world including Indonesia. English holds a prominent role and it can also be stated that English is a minimum requirement to face the development of global era nowadays.

Because of the need of English as a global language currently, mastering English is an important task for anyone who wants to get involved in any aspects of life in this global era. In other words, students who learn English have to be more active and engaged; in terms of responding to teacher's explanation and finding any supporting information of the subject that is being taught. Those steps are not easy to gain in an instant way, indeed, because of existing problems. English is a foreign language for Indonesian people and has a different rule from the Indonesian language. Therefore, the students need a long process to master English if they do not really focus. Realizing the needs of English, the Indonesian Education Ministry has considered English as a compulsory subject implemented through the school curriculum in the secondary school and has been introduced in elementary school as a



local content. The importance of learning English is also reflected through the conduction of national examination. Consequently, the EFL in an Indonesian context is considerably important.

The teaching and learning process of English is aimed at enabling students to master the language skills to communicate well. There are actually four skills that students must learn: listening, speaking, reading and writing. For senior high school students, English is also argued as a bridge both for preparing higher education and for applying a job requirement in a company that requires active or passive English as a basic standard. Hence, the ability in communicating in English is something that should be acquired by the students in an EFL country. Besides having acquired the ability, they will be able to express the ideas and feeling or to exchange information in oral forms for many conditions and purposes easily which are expected to be taken from the English learning in senior high school.

Among those four skills, speaking is considered as the main focus of others. Related to the importance of the speaking ability, there were some obstacles that make students' speaking ability in SMAN 2 Sleman low. They were mostly taught grammar deductively and had limited portion to practice the oral skill. They conveyed that English was very difficult and it made them have less self confidence. Generally, the variation of classroom activities caused the speaking performance of SMAN 2 Sleman students to be insufficient. So the English instruction in SMAN 2 Sleman must be more variative and provide meaningful classroom activities.

## **B. Identification of the Problem**

Based on the observation that was done previously, the students' speaking ability of SMAN 2 Sleman was low. Here are some further explanations of the possible problems which were found.

One of the components that determines the quality of the teaching learning process is the student factor. Students' competency and personality are examples of students' factors in gaining the balance of the learning process. The first factor related to the students' competence is cognitive competency which is divided into two parts: knowledge and intelligence. The knowledge is mainly concerned with the ability of a learner in mastering the material either the English subject or non-English subject. The intelligence deals with the learning power, understanding, comprehending and reasoning the lesson. We can infer that student's competence shows us the ability of the students in managing and arranging ideas to master the learning material. The second one is students' personality which is related to the students' habitual and their learning style. Teen's learners, in this context the students of SMAN 2 Sleman, were more reluctant to practice English orally in the class. They had no awareness to use English in the English learning process. Moreover, they did not pay attention to the teacher's explanation when the speaking class took place. Besides ignoring teacher's explanation, they made unnecessary interaction with their classmate during the lesson.

Secondly, the problem comes from the teacher. Successful measurement of teaching learning process is the teacher's competencies. A good teacher must have four initial competencies: technical/professional knowledge, pedagogical, interpersonal and social skills. An EFL teacher should have sufficient knowledge and master English well so that the students will get the correct thing from the teacher. Besides having good knowledge of English, preparing suitable media and material are also the teachers' capability that should exist. In addition, they should really know the way in teaching and delivering material for the learners based on their need analysis. It is called as a pedagogical skill. For instance, the teacher can make a strategy thoughtfully when there were found lesser student in certain class or even bad tempered student. By considering those factors, it is argued that the need of the interpersonal skill like being patient in working with lesser students' ability can be very useful. Moreover, the EFL teachers should have enthusiasm, warmth rapport, and sense of humor also awareness of cross cultural differences. The teacher is responsible in creating students' behavior to be better. So a good instructor must have good attitude and skill in maintaining an inquisitive mind in trying out new ways of teaching. Those are the examples of social skill that should be had by EFL teacher in the class.

The existing material and supporting media were the third problem that was found in SMAN 2 Sleman. There was only one LCD projector in that school and all of the teacher will take turn to use it. The teacher mostly uses LKS (worksheet) in

presenting the material than uses the authentic material. Speaking class need more practice than doing the written assignment as in the LKS does. Because of the used of LKS in a half time of teaching learning process, the students did not get understanding of many certain expressions and how to use it properly.

The next problem deals with the methodology that the teacher applied in a classroom that was also far from appropriateness. There were inadequate meaningful activities which were provided by the teacher in speaking session. Teaching grammar was mostly done by the teacher during the classroom process. The teacher did not imply communicative language teaching consisting meaningful activities in the English classroom. In this case, students had less opportunity practice speaking orally in front of the class. Thus, to make students willing to practicing English, the teacher should provide proper modeling text and creative activities so that the students can use the language easily and be more active to speak English in the following day.

The last problem is related to the school environment. The students' habit in speaking English in English lesson was limited. In addition, the students were ashamed and felt hesitation to speak English. In fact, supporting environment is very needed to build students' confidence.

Based on those found problems, there must be new formulas as a solution of the problems to improve the students' speaking ability.

### **C. Limitation of the Problem**

From the identification of the problems, the problems were found in the teaching and learning process in grade XI IPS 2 at SMAN 2 Sleman Yogyakarta are various and wide. The problems are related to the students, the teacher, the materials, the teaching methods and the school environment. Unfortunately, in this action research, the researcher had limited time to overcome all of the problems.

Based on that, there would be two of the problems that would be solved; those were the problems were the students and the teaching technique.

### **D. Formulation of the Problem**

As the researcher discussed in the background of the problems, identification of the problems, and the limitation of the problems, the formulation of the problem in this research can be formulated as follows.

1. How are directed discussion games used to improve the students' speaking ability?
2. Can the use of directed discussion games improve the students' speaking skill?

### **E. Objective of the Study**

There are two objectives that can be acquired from this study as presented below

1. Describing an effective technique in improving the students' speaking ability by using directed discussion games.
2. Helping students solve their problems in speaking English by using directed discussion games.

### **F. Significance of the Study**

There are some expected advantages that can be acquired from this study as presented below.

1. The students of SMAN 2 Sleman can improve their speaking skill by using Directed Discussion Games.
2. The English teacher of SMAN 2 Sleman can obtain a good information and an opportunity to improve their quality of teaching speaking to the students.
3. For the readers, they can get the knowledge about managing the class performance and making attractive meaningful activities in speaking by using directed discussion games.

4. For other researchers, this research gives some information to conduct research on the effectiveness of the directed discussion games for improving speaking skill of the students.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

In conducting research dealing with problem solving activities, the researcher needs to look at some related theories. Literature review is necessary in order to discover the appropriate way in teaching and learning process. This chapter presents literature review related to teaching speaking skill and also conceptual framework. Theoretical review is divided into four sub headings; English teaching and learning, speaking, games and directed discussion games.

#### **1. English Teaching and Learning**

This chapter describes important matters concerning in English teaching and learning. There are two sub headings; the nature of English teaching learning and communicative language teaching approach in teaching speaking skill.

##### **a. The Nature of English Teaching and Learning**

The English language teaching tradition has changed to be tremendous subject, especially throughout the twentieth century. The need of mastering the knowledge arises in the society as an impact of wanting better life than the previous people. Learning any discipline studies cannot be separated from a teaching process. The term teaching and learning is closely related to the total educational process. Therefore, the very substantial aspect the researcher delivers is English teaching and learning.



Brown (2000:7) states that teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn and setting the conditions for learning. Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Here are some further detail explanations about learning definition from Brown which can be listed as followed.

- Learning is an acquisition or “getting”
- Learning is retention of information or skill.
- Retention implies storage system, memory and cognitive organization.
- Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- Learning is relatively permanent but subject to forgetting
- Learning involves some form of practice, perhaps reinforced practice.
- Learning is a change in behaviour.

Meanwhile Vygotsky in Feez, (2002: 26), adds that learning is collaboration between teacher and students with the teacher taking on an authoritative role similar to that of an expert supporting an apprentice. Teaching is making students able to learn, giving the instruction to do the task, or setting the teaching learning process to make the students get to learn.

In line with Vygotsky, Krashen (1997: 39) asserts four issues in foreign language education. Those are the lack opportunities for using the language outside the classroom, the imperfect model of teachers, the low reason to become part of another culture, and the limited time of foreign language instruction. However, the condition does not make English educators stop finding the best way in helping

learners acquire English speaking skills. So the teaching and learning process must be slightly put together in appropriate way.

From those statements above, the terms teaching and learning are clearly interconnected each other. The teacher can encourage the learner by guiding and giving motivation so that the learner can perceive the goal of learning, getting knowledge.

Based on the SKKD for SMA, English is a tool in communication both in spoken and written forms. According to the *Kurikulum SMA Mata Pelajaran Bahasa Inggris by Departemen Pendidikan Nasional 2006*, the goals of teaching English at senior high school are to make the learners have these abilities.

- 1) to improve communicative competence in written and oral form to reach the informational literacy level,
- 2) to have awareness that English is important to improve nation competitive ability in global community, and
- 3) to develop understanding feedback of the learners between language and culture.

To communicate is to understand and to express the information, the mind, the feeling, and the development of science and technology, and culture by using that language. The communication ability in a whole understanding is called as discourse ability. Discourse ability is the ability used to understand and to produce oral or written texts, which are divided into four language skills: listening, speaking, reading,

and writing. Those are four language skills, which are used to gain or to produce a discourse in society.

The initial goal of learning English in senior high school is mostly to direct and to develop the skill of communicating in English both in oral or written form. The students are expected to gain communication comprehension after graduating from school so that they can make useful discourses in real setting within various contexts. Thus, the language model must require communicative teaching and learning activities that puts language in a context of culture as well as a context of situation in creating meaningful and purposeful interaction.

**b. Communicative Language Teaching**

Communicative Language Teaching is a methodology for the teacher in guiding and facilitating the students in the classroom to practice oral communication more “real life” by looking also in the context that can be found in their daily routine. Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (Richard and Rodgers, 2006:2).

Littlewood (1981) offers another discussion of learning theory. Element of an underlying learning theory can be discerned in some CLT practices, however. One such element might be described as the communicative principle: Activities that involved real communication promote learning. The second element is the task

principle: Activities in which language is used for carrying out meaningful tasks promote learning. The third element is the meaningfulness principle: Language that is meaningful to the learner support the learning process. Moreover, Brown (2001:43) offers six characteristic as a description of Communicative Language teaching:

- 1) Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategy) of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic.
- 2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learners to accomplish those purposes.
- 3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- 4) Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.

- 5) Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
- 6) The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

Creating meaningful communicative activities can pursue the learners to get involved in practicing speaking session. According to Littlewood (1981:17) there are four purposes of communicative activities. First, they provide "whole-task practice" that means communicative activities can structurally provide total task from explanation until practicing it for real in the class. Secondly, they improve motivation for learners to build their self esteem in performing those activities so that they will not be reluctant to communicate naturally. Then, they allow natural learning among the learners in the class that happens inside the learner, as in fact many of them will get frustration due to the speaking class. Finally, they can create a context which supports learning by means communicative activity provides opportunities for positive personal relationships to develop among learners and between learners and teacher. These relationships can help to 'humanize' the classroom and to create an environment that supports the individual in his efforts to learn.

From those statements, communicative language teaching requires learners to be more active in the class and the duty of the English teacher is just as a guide and

facilitator. Meaningful tasks with the appropriate context are needed to develop the students' mind in creating new idea and their natural utterances in English. Grammar is embedded in the learning process so that the students can explore by themselves. Both accuracy and fluency is important to create spoken activities more productive and natural. In communicative language teaching there are many activities that can be done by the learners in the class such as a game. It is function as mind activator for the learner to be willing to practice speaking skill. Game is one of the alternative ways to include the entire member in the class to be more active in speaking English so that they will pay attention and can build self esteem first.

## **2. Teaching Speaking**

Speaking as an oral productive skill is one of four skills of learning a foreign language. It is important to be mastered in order to achieve communicative goal in EFL. This sub chapter describes teaching and learning of speaking skill which is presented into seven categories; the nature of speaking skill, aspects of speaking skill, principles for designing speaking skill, teaching speaking in classroom performances, teacher's role in classroom, assessing speaking and speaking activities.

### **a. The Nature of Speaking**

Cameron (2001:40) states that speaking is the active use of language to express meaning so that the other people can make sense of them. It could be said that the ability to speak a language is synonymously with knowing the language since speech is the most basic means of human communication.

Speaking requires the ability to co-operate in the management of speaking turns. It typically takes place in real time with a little time for detailed planning as well. In this condition, a lot of memorized lexical expressions are also necessary in spoken language. Therefore, the study of grammar may not be the most important matter in order to reach the most efficient way on speaking preparation (Thornbury, 2001). Some people think that if they want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than it. Actually, the speakers of English have to be able to speak in different genres and situations (Harmer, 2007).

Chaney (1998) in Kayi (2006) argues that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking is a crucial part in language learning. It needs the speakers to produce the target language in the spoken form. Moreover, it involves the speaker to use speech to express meanings to other people (Spratt, Pulverness, & Williams, 2005).

In line with some related theories explained before, it comes to a conclusion that speaking is one of ways in expressing idea, thought, or feeling into words. Speaking is evenly about carrying idea in oral form to other which is considering people's perception, feeling and existing knowledge about the language itself so that they can perceive the message of the utterances.

## **b. Aspects of Speaking Skill**

In teaching oral communication, there are some factors that encourage learner to gain successful practice in speaking skill beside input factor that comes from listening session. Brown (2004: 142) has broken down both microskills and macroskills of speaking:

### *Microskills*

- 1) Produce differences among the English phonemes and allophonic variants.
- 2) Produce chunk of language of different length
- 3) Produce English stress pattern, words in stressed and unstressed positions, rhythmic structures, and intonation contours.
- 4) Produce reduces forms of words and phrases.
- 5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor your own production and use various strategic devices-paused, fillers, self corrections, backtracking- to enhance the clarity of the message.
- 8) Use grammatical word classes (noun, verb, etc.), system (e.g., tense, agreement, pluralization), word order, pattern, rules, elliptical forms.
- 9) Produce speech in natural constituents- in appropriate phrases, pause groups, breathe groups, and sentence constituents.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.

### *Macroskills*

- 12) Accomplish appropriately communicative functions according to situations, participants, and goals.



- 13) Use appropriate registers, implicature, pragmatic conventions, and other linguistic features in face to face conversations.
- 14) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 15) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
- 16) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing providing a context for interpreting the meaning of words, appealing for help, accurately assessing how well your interlocutor understand you.

So, the speaking ability is dealing with not only the capability in producing correct grammar or fluently in communicating but also the circumstances that the speaker and hearer have. To gain meaningful communication, it is needed both the speaking competence and performance.

### **c. Principles for Designing Speaking Techniques**

There are seven ways in designing speaking techniques from Brown (2000:275) which can be adapted for the teacher in determining the speaking activities in classroom.

- 1) Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. It means that, both material and activities that will be done in classroom must be meaningful for the learner so that they can really understand what they are talking.

- 2) Provide intrinsically motivating techniques. Telling the students how the activities can give benefit for them and encourage them to get involve or getting interest with certain activity that we deliver are merely important.
- 3) Encourage to use of authentic language in meaningful contexts. The teacher can keep authentic language contexts in classroom to help the students even with meaningful drills in order to get sense of authenticity.
- 4) Provide appropriate feedback and correction. It can be said that correction and feedback always come up in the learning process. The teacher has to know the appropriate ways and time to give both in self correction, group correction or class correction.
- 5) Capitalize on the natural link between speaking and listening. We can integrate receptive and productive oral skill to help the students getting a context in whole part. Listening can be done as an input factor before doing speaking activities.
- 6) Give students opportunities to initiate oral communication. Allowing students to have an opportunities in speak up in the speaking session is the teacher's duty in designing the techniques. Oral communication needs practice than theory oriented so that the teacher can manage the activities which give a lot of opportunities for the students to initiate a conversation.
- 7) Encourage the development of speaking strategies. In other word, it can be simply said that the teacher should emphasize opportunities for the learner to improve their speaking strategies by practicing conversation gambit in some occasion during the speaking teaching and learning process.

Composing English classroom must be paying attention to the learners and learning need. The English teacher cannot simply deliver the material based on one point of view. The students also need self actualization from the opportunity to speak up during the speaking lesson so that the teacher should manage meaningful task which give lot of chance to the students in practicing oral skill.

#### **d. Teacher's Role during Speaking Class**

One of the teaching speaking factors is a teacher's role during teaching and learning activities. It can be an important thing for developing speaking activities since a teacher will act as a guide, facilitator and also be reviewer for the following activities that will be presented. There are many related theories about teacher's role in speaking lesson and will be explained further.

Nunan (1993:4) proposes, "Teachers should find out what their student think and feel about what they want to learn and how they want to learn". The extent to which communicative components in instructional practices are seen by learners as essential for classroom language learning should be taken into account in making pedagogical decisions.

Teacher's role is related ultimately to assumptions about language and language learning at the level of approach. That is, different approaches stipulate different roles for the teacher. It is essential for the teacher to make speaking activities more enjoyable with these three strategies (Zoltan: 2001-73):

- breaking the monotonous of learning,
- making the tasks more interesting,
- increasing the involvement of the students

Moreover, Riddell (2003) argues teacher's roles in a speaking lesson based on the learning cycles—before, during, and after the lesson. All activities included in the speaking skill must be explained clearly by the teacher and make sure that there will be no confusion due to the unclear instruction. That is teacher's duty in managing the class to be conducive and prepared well. It should be a complete preparation such as

providing suitable media with the activities that will help the students to practice. The teacher must have a small reminder in every different class which has been done before so that the next activities will be successful and prepared well by looking at the previous meeting and can control the class appropriately.

#### **e. Speaking Activities**

Speaking activities should match with the need and ability of the students to carry out meaningful learning. The teacher can determine level of proficiency of the learner before selecting the activities. Harmer (2007:348) divides speaking activities categories into six: acting from a script, communication games, discussion, prepared talks, questioners, simulation and role play.

##### **1) Acting from a script**

The first activity is acting from a script which includes play script and acting out dialog. In these activities, the teacher can ask the students to act out scenes from plays and or their course books. However, the teacher should notice that before the students reach the final performances, she/he should give feedback on appropriate stress, intonation, and speed so that this acting out activity is both learning and a language producing activity.

##### **2) Communication games**

The second activity is communication games which are divided into information gap games, and television and radio games. Information gap games can be done by giving each student different information so that they have to communicate with the other students, either the games are set in pairs or in groups, in

order to find the complete information. Meanwhile, the television and radio games, which are adopted from television and radio, such as ‘Twenty questions’, ‘Just a minute’, and ‘Fishbowl’, often provide the students with good fluency activities.

### 3) Discussion

The third activity is discussion. The discussion activity ranged from highly formal, i.e. the whole-group staged events, to informal, for example the small-group interactions which include a buzz group, an instant comment, a formal debate, an unplanned discussion, and a consensus building. In the buzz group, the teacher can ask the students to predict the content of a text. On the other hand, in the instant comment the teacher can train the students to respond to a given topic fluently and immediately. In the formal debate, the teacher should give the students time to prepare their arguments so that the debate can run successfully. In addition, the teacher can also give an unprepared discussion for the students which sometimes provide the most enjoyable and productive speaking but the success of the activity depends on the way the teacher asks the students to do the task.

### 4) Prepared talks

The fourth activity is called prepared talks in which the students are asked to make a presentation on a topic of their own choices. Such talks are not designed for informal spontaneous conversation, but it is more writing-like activity. Therefore, the teacher should give time for the students to prepare the talks and to rehearse their presentations.

### 5) Questioners

The fifth activity is questioner. Here, the questioners are the same as surveys. This activity is useful because it is pre-planned so that both questioner and respondent have something to say to each other.

### 6) Simulation and role play

The last activities are simulation and role-play. When the students are doing simulations and role-plays, they need to know the situations and they need to be given sufficient information about the activities. These activities can be used to encourage general oral fluency and to train students for specific situations.

It is said that the teacher can choose the most suitable speaking activities for every learner group. Those activities can be implemented with some modification considering the need analysis. So, the speaking classroom will not be monotonous.

## **f. Assessing Speaking**

Brown (2004:140) cites, in productive performance, the oral or written stimulus must be specific enough to elicit output within an expected range or performance such that scoring or rating procedures apply appropriately. It can be simply said that input factor will give influences in the output so that the brainteaser and stimulus must be adequate for every speaking activities.

In assessing discussion games for speaking skill, Brown (2004:175) adds that as formal assessment devices, discussions and conversations with and among students

are difficult to specify and even more difficult to score. But as *informal* techniques to assess learners, they offer a level of authenticity and spontaneity that other assessment techniques may not provide. Discussions may be especially appropriate tasks through which to elicit and observe such abilities as

- 1) Topic nomination, maintenance, and termination;
- 2) Attention getting, interrupting, floor holding, control;
- 3) Clarifying, questioning, paraphrasing;
- 4) Comprehension signals (nodding, "uh-huh," "hmm," etc.)
- 5) Negotiating meaning;
- 6) Intonation patterns for pragmatic effect;
- 7) Kinesics, eye contact, proxemics, body language; and
- 8) Politeness, formality, and other sociolinguistic factors

Assessing the performance of participants through scores or checklist (in which appropriate or inappropriate manifestations of any category are noted) should be carefully designed to suit the objectives of the observed discussions. Of course, discussion is an integrated task, and so it is also advisable to give some cognizance to comprehension performance in evaluating learners.

### **3. Games for Language Learning**

This sub chapter will discuss further about games for language learning including the nature of the games, benefit of using games EFL context and types of games.

### **a. The Nature of Games**

The first theory comes from Wright, Batteridge, Buckby (1984:1) states that word “game often challenging, and an activity in which the learners play and usually interact within others. Paul (2003:30) adds that games are any fun activities which give young learners opportunities to practice the foreign language as relaxed and enjoyable way.

Freeman (2000:121) also mentions that games are used frequently in CLT. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice. In line with Freeman, Hadfield (1990) also proposes that game is activity with rules, a goal and an element of fun. She explains two ways of classifying language games. First, she divides language games into two types; linguistics games and communicative games. Linguistics games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying two differences between their two pictures which similar to one another but not exactly alike. Avoiding grammar correction will help the learners to speak naturally achieving communicative purpose.

Another definition comes from Byrne in Daesri (2002:1), he remarks that a game is a form of play governed by rules. It has to be enjoyable and fun. It is not just a diversion, a break from routine activities but a way of getting the learner to use language in the course of the game. Also, Brewster and Ellis (2002:172) say that



students like playing a game because it encourages them in learning a language. Games can be done as an icebreaking in the class or even as an effort to make challenging speaking task more enjoyable and look easily for the students.

From the definitions above, it can be seen clearly that language games do not only provide supportive activities and practices that can motivate the students to interact and communicate, but games can also create opportunities for students to acquire the language in a meaningful way. In short, it can be said that language games are able to help students use and practice the target language in a relaxed way.

#### **b. The Benefits of Using Games**

Language games not only give a sense of enjoyable learning but also sustain learning value from practicing discussion through games among the students in the class. Kim (1995:35) presents six advantages of using language games in the classroom, which are:

- 1) Games are motivating and challenging.
- 2) Games are as a welcome break from the usual routine of the language class.
- 3) Games help the students to make and sustain the effort of learning.
- 4) Games provide language practice in the various and integrated language skill.
- 5) Games encourage students to interact and communicate to each other.
- 6) Games create a meaningful context for language that is being learned by the students.

In addition, Wright (1984) propose that games can help the teacher to create contexts in which the language is useful and meaningful. The learners, who want to take part in the activities, must understand what others are saying or have written, and in order to do so, the students then must speak or write in expressing their own point of views or give information.

In conclusion, games are able help the students use and practice the target language being learned in a relaxed way. Games are also highly motivating since they are amusing. Games also can be used in giving practice many types of communication which is in line with the objectives of the teaching skill especially in speaking class.

### **c. Types of Games**

There are many categories of language games classifications. According to Haldfield (1996:8), there are two kinds of games, namely competitive games in which players or team race to be the first to reach the goal and cooperative games, in which players or team work together towards common goal. Richards and Rodgers (2001:192) define that cooperative learning is a group learning activity organized so that the learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is responsible for his or her own learning and is motivated to increase the learning of others. The activities in Directed Discussion Games are designed to the make the students contribute to the task. In

addition, all the students are able to participate in the group and class discussion, practicing oral speech.

#### **4. Directed Discussion Games**

Based on background of the problem that indicates the students in SMAN 2 Sleman have less interest to get involve in practicing speaking skill, it come up into a problem solving to use directed discussion games. This section explains the nature of games, the concept of directed discussion games and how to apply those games in classroom.

##### **a. The Concept of Directed Discussion Games**

To manage the large class which is consisted of more than twenty students, the teacher needs to develop classroom activities more meaningful so that there is no unnecessary chatting among the students. Discussion game may help improving speaking skill in higher level like in secondary school. There are some arguments emerging discussion game to be used in EFL class.

Kayi (2006) argues that a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion, it is essential that the purpose of the discussion activity is set by the teacher. The important things when the teacher conduct a discussion game is the learning method that will be used for directing the learner to do discussion game appropriately. The activity may be arranged in three phases; engage, study, and activate (ESA). The teacher can show some pictures and explain an issue

about current phenomena so that the students can comprehend first about the topic that will be taught later. After that, a group of discussion is formed in this phase and students can join in their group to learn more about the topic. Searching new information related to the topic issue also can be done in the study phase. Finally, the students move into activate stage that is discussion itself.

Another review about discussion is proposed by Thornburry (2005: 102). He says that many teacher would agree that the best discussion in the class are those that arises spontaneously, either because of something personal that a learner reports or because a topic or a text in the course book triggers some debate.

There are five generic discussion formats according to Thornburry (2005). The first is discussion card that is deal with the card including some statement about certain topic. The cards are prepared by the teacher and the group of student will discuss it with their classmate. There will be two comments, the positive one and the opposite that can lead of the expressing students' opinion.

The second activity is warming up discussion and again the teacher hold as a moderator in the class. Begin with introducing new topic followed by some question related to that, the students will give opinions in the whole class.

The next discussion format is merely like a decision thinking or called as a balloon debate. This kind of games adapted the concept of hot air balloon overloaded with the passengers, each group member represent different profession. There will be

a discussion and decision about who will be saved and who will be sacrificed followed of the reason.

The fourth format is pyramid (consensus) debate that let students to make a list of arguments and find other students who agree with them to join after. The students who persuade others to agree can use their strong opinion about their arguments and it can be rejected by others. Each student in the class can select which group they will join in based on their perception an agreement of that list of arguments.

The last format of discussion is a panel discussion which adopts television debate. There will be two groups of pros and cons debate an issue based on the two sides of view. A teacher can act as a chairperson of this kind of activity and also gives a topic that will be debated.

#### **b. Directed Discussion Games Implementation in the Classroom**

As mentioned before, discussion activity should occur in the higher level class. Students in secondary school can have this type of activity to help them encourage both speaking skill and speaking motivation.

According to Green (2002) in Richard (2002-225), many EFL teachers never attempt discussion games in classroom as there are some constraints related to the member of class, language proficiency and time. Hence, there are efforts to make discussion games more meaningful in classroom activity to encouraging speaking skill through guided and structured discussion.

Moreover, Green (2002) proposes three stages in implementing discussion activities in the classroom. The first stage is pre discussion activity which has some elements like forming the group, selecting the new topic and organizing it, and discussing it with the whole member of the group. The next step of discussion activities is discussion itself. After organizing the group and discuss the chosen topic in each group, there will be an observer-evaluator from another group whose duty is evaluate the content of the discussion and record the data later. Each group will practice discussing phenomena in the whole class while another paying attention and giving them question if it is needed. The last session is post discussion activity that contains feedback and comment from both teacher and students. It can lead to the new topic or end with the conclusion. Again, the teacher has to be a person who handles the discussion in the class in order to running well.

### **c. Directed Discussion Games Technique**

Learning a foreign language is not just a matter of memorizing a different set of names for the things around us; it is also an educational experience (Klippel, 1989: 5). Discussion and decision games require the students to find some problem solving about something by speaking English. Through the process of that game, learners are forced to speak English naturally with their group or partner based on the situation given from the teacher. There are some activities that included in discussion and decision games like ranking exercises, discussion games, value clarification techniques, thinking strategies, and problem-solving activities. The teacher can

follow the step in running this kind of activities step by step based on the instruction.

Teacher can employ the following steps of an example of discussion games (Klippel, 1989: 76)

### COMMENTS

Aims : Skills- writing, speaking  
 Language – all elements, expressing emotions  
 Other – getting to know each other  
 Level : Intermediate  
 Organization : Class  
 Preparation : None  
 Time : 15-20 minutes

#### Procedure

**Step 1:** Every student writes his name at the top of a piece of paper. All the papers are collected, shuffled and redistributed.

**Step 2:** Now every students writes a comment (a compliment, a question, a statement) under the name of the person. The papers are again collected and redistributed, so that everyone can write a second comment. The teacher (or student) now collects all the papers.

**Step 3:** The papers are read out one after the other and a discussion follows. How the people did concerned feel? Were the comments fair / superficial/critical/supportive?

**Variations :** Instead of having the discussion after all the comments have been read out, a short conversation can follow each comment.

**Remarks :** For this exercise there should be a supportive atmosphere within the class.

### OPTIMISTS AND PESSIMISTS

Aim : Skill – speaking  
 Language – expressing different points of view  
 Other – imagination, fun  
 Level : Intermediate  
 Organization : Two teams  
 Preparation : None  
 Time : 5-15 minutes

#### Procedure

**Step1:** One student from team 1 (optimists) begins by giving a statement, e.g. 'It is good for your health if you do some sports'. Then one student from the other team (pessimists) gives the other point of view, e.g. 'But sports like boxing or car racing are dangerous.' The pessimists continue with a new pessimistic statement, which the

optimists have to react to.

**Step2:** After a few minutes of exchanging statements, the students are asked if they found it difficult to adopt one point of view throughout. They could also mention those statements which were against their personal viewpoint.

**Variations** : A good follow-up activity is I/You/He state, nents like: I don't dance very well.

You haven't got much feeling for rhythm.

He tramples on his partner's feet.

Or: I enjoy eating.

You are bit overweight.

He is fat.

There are a lot of teaching techniques like using a game to help the teacher deliver the material easily. The English teacher can select the appropriate games for language learning in different level. After looking at the teaching technique, some modification can be applied on it by regarding the learners and learning need.

## **B. Conceptual Framework**

The notion of English as an international language throughout the world brings English to be learned in many countries including Indonesia. The mastery of English is prominent for secondary school to facing globalization era in the future. The basis success of learning English will be determined in how they express the language in oral skill. The speaking skill is taught in meaningful tasks and focuses on fluency despite of the limited accuracy. Students should have an opportunity to practice the target language in the classroom. They can practice the language in the forms of dialogs, monologs, discussions, games, or role plays (Brown, 2001 and Harmer, 2007).



However, the urgency of speaking skill still inadequate develop in SMAN 2 Sleman since the teacher rarely implies the appropriate method in teaching. It is witnessed by the researcher when the observation is conducted before. The teacher mostly uses LKS and drills some expressions for the students than practice the speaking skill orally in a meaningful activity. Consequently, the students never get a chance to speak up in front of the class. When they are asked to practice speaking they will resist and they cannot build self confidence since they are afraid in making mistake. The lack of teaching speaking skill in that school arises from the technique of teaching and learning used by the teacher. The process of learning speaking skill tends to be more grammatically than creating communicative activities.

To cover up the lack of teaching speaking skill technique, the researcher applies directed discussion games to enhance students' speaking skill. This technique will acquire students' opportunities in practicing their speaking skill through guided discussion activities with their partner or the group. Discussion games is a set of activity of finding problem solving and help learner to speak naturally within the group based on the situation given (Klippel, 1989:5). Moreover, according to Green (2002:272) the phase of leading this activity is divided into some stage (a) forming the group and organizing it, (b) discussing the topic with the group member, (d) class discussion and (e) giving comment or feedback by the group after discussing as an evaluation.

The use of Directed Discussion Games will help the students to think more by giving them extra time in arranging the sentence. The process of discussing in the group also can stimulate students' confidence since they can practice to speak with their friends. Hesitation can be limited in this activity as the students will not be forced to speak English in front of the class lonely but with the assisting of another team member. In addition, Directed Discussion games which is belong to the cooperative games can help both shy and lesser students to speak English naturally by helping from other students having more competence in speaking. It is also found that students' learning improve when they are formed in a group and elaborate the topic through discussion session. Through discussion and group organizing, students do not hesitate to speak up in front of the class by taking turn. Consequently, embarrassment of making mistake will not effect individually and they can have enough preparation before presenting their own opinion. Discussion and debate can lead into language skill like expressing opinion to others and stating their stance. Hopefully, the use of Directed Discussion Games will give positive changes in speaking learning of grade XI IPS 1. Thus, the teacher can imply such technique in creating meaningful communicative activities in the class.

## **CHAPTER III**

### **RESEARCH METHOD**

The detail information about how this research was conducted will be explained in this chapter. It includes explanations on the research design, the subject of the research, the research setting, place and time of the research, the instruments of the research, data collection techniques and data analysis process as well as the validity and reliability used under the study and also research procedure.

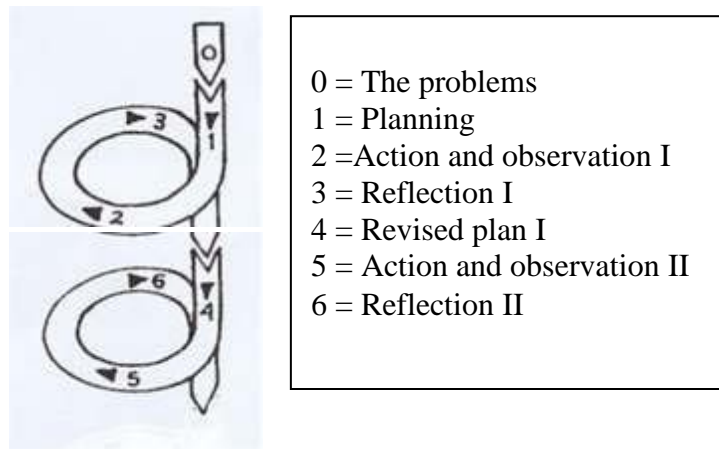
#### **A. Research Design**

Referring to the research objectives, this research is categorized as action research. Carr and Kemmis (1986) in Burns (1999) propose that action research is a self reflective study conducted by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which these practices are carried out.

This research used Kemmis and McTaggart's model with some modifications. The researcher, the English teacher, and another research member worked together in finding out speaking problem than carrying it out by using the chosen technique. The steps of implementing certain technique can be seen in the schema below.

The research was done in two cycles in which each cycle consisted of two meetings. The research member formulated the problem related to the speaking skill of the students by looking at the observation data then identified the research

problems. After that, they planned and carried out the actions, and evaluated and reflected on the actions implemented in the study.



*Figure 2: Kemmis & McTaggart Action-Research Cycle. (Burns, 1999: 33)*

## **B. Setting of the Research**

This research was conducted in SMA Negeri 2 Sleman of Yogyakarta. This school is located in Brayut Pandowoharjo Sleman Yogyakarta 5512. There are some supporting facilities in this school such as the headmaster's room, teacher's room, a room for school guest, an administration room, a school health unit, a mosque, language and chemical laboratories, twelve classrooms, a library and also canteen and parking area. There are twelve classes in which each class consisted of about twenty two to twenty six students. Totally, there are 326 students, one headmaster, forty three teachers, one school guard, and two English teachers. Each class had no LCD and there was only one in school office.

### **C. Subject of the Research**

The subjects of the research were the students of XI IPS 1 class of SMA N 2 Sleman, the researcher, research collaborator and the English teacher. The class consisted of sixteen female students, seven male students but there was one female student who did not attend the class for about two months and also during the research. The researcher chose XI IPS1 class as the subjects of the research randomly because the English teacher said that all of XI classes had the equal English ability.

### **D. Time of Research**

The research was conducted in the middle of the first semester of the academic year 2013/2014. The observations were done on November, 1<sup>st</sup> 2013. Then, the action was conducted from November 6<sup>th</sup> to November 22<sup>nd</sup> 2013. The researcher carried out the actions based on the school schedule which were on every Wednesday at 10.30 – 12.00 and Friday at 09.45 – 11.15. The whole actions were completed in 6 meetings. The meetings were divided into one pretest, two meetings for first cycle, two meetings for second meetings, and one posttest.

### **E. Instruments of the Research**

In order to gain the valid data, the researcher used these instruments which were rubric of the students' speaking performances, field note, in-depth interviews guideline and photographs. The rubric of the students' speaking performances was

used to assess the students' speaking ability in the pre-test and post-test. In those tests, the rubric focused on four aspects that were fluency, accuracy, vocabulary, and pronunciation. Each aspect was scored 1 to 10 in which every score has different indicator.

Another data instrument were field notes that were used to get information related to the teaching and learning process and give a clear description during the actions in the classroom. It was use to record the teaching learning process and problem faced when the action is implemented. The researcher observed what would happen in the classroom when the action plan was conducted. The observer observed the teacher in the class. In this case, the researcher and the collaborator were able to see and take a note of students' progress in the classroom.

The third instruments were in-depth interviews with the English teacher and students. The researcher used interview recording to get the data about teacher's and students' opinion before, while and after teaching and learning process. The interview was done after the researcher made an interview guide. It was used as guidance for the researcher in doing the interview. It means that the researcher asked some questions by her but she will give opportunities to the students and the English teacher to say everything related to teaching and learning process of speaking. The researcher interviewed the English teacher and some students of the eleventh grade in SMAN 2 Sleman to know more about teaching and learning process from their point of view. It was done before, while, and after the actions have been implemented.

The last instrument to encourage the notes about what happened in the classroom was the photographs. Photographs were taken by the collaborator during the teaching and learning process. Students' activities were captured every meeting to show the evidence of the research and also improvement after doing certain technique.

#### **F. Data Collection**

The data were collected by the researcher step by step. First, the researcher did the observation during the English class and the result was made in the form of field notes. Observation was necessary for knowing the current condition and the data would be a measurement for the researcher to do the action. In the beginning of the cycle, when the researcher had not implemented the action, the researcher collected the data in the form of the students' speaking scores and there were two score from researcher and the teacher. To complete the data, depth interview with both students and teacher was taken by the researcher before the action of cycle one, in the reflection and after the action was finished. Here, the interview transcripts were used to give clear description about the students' responses, the students' behaviors, and the collaborator's responses about the class activities during the actions. In the last step, post-test, the data gained were the students' speaking scores which were different from the pre-test. Meanwhile, during the process, the researcher always did notes in the form of filed notes in every meeting based on the description of anything

happened when the researcher implementing the actions. After all data had been collected, the researcher analyzed them to find the successful and unsuccessful result of the actions and to make the conclusion of the research.

### **G. Data Analysis**

The data were obtained from the action conducted in the field. Firstly, the researcher collected all the data such as interview transcripts, field notes and photographs of the teaching and learning processes. The second step was data reduction. In this step, the researcher chose, determined the focus, simplified, summarized and changed the form of the data that was in the field. The third step was classification in which the researcher classified all the data that had been passed the data reduction process.

Meanwhile, the students' performance tests were scored by using the speaking rubric proposed by Purwaningsih (2009) with some modification. The result of the students' performances was analyzed by using Excel program to find out the mean and standard deviation of the students' speaking performance. Then, the researcher determined whether there was any improvement on the students speaking ability or not based on the mean and standard deviation of the tests. In analyzing the data, the researcher held a discussion with the English teacher as the collaborator. It was used to see the data from different point of views and to avoid subjectivity in analyzing data and to get trustworthiness.



## **H. Data Validity and Reability**

According to Burns in Madya (2006: 37-45), there are five validity criteria that can ensure data validity of action research. The five validity criteria are: (1) democratic validity, (2) outcome validity, (3) process validity, (4) catalytic validity and, (5) dialogic validity.

### **1. Democratic Validity**

Burns in Madya (2006: 38), states that democratic validity was related to stakeholders' chances to give their opinion, idea, and comment about the implication of the action research. In order to get democratic validity, the researcher interviewed the stakeholders of SMA N 2 Sleman (teachers, students, and school administrators). In the interview, the stakeholders were given chances to express their ideas, opinion and attitudes toward the problems faced, then the focus is to look for the solution of the problems. The interview was conducted during the research.

### **2. Outcome Validity**

Outcome validity was related to the outcome achieved by the researcher. The achievement of the outcome involved not only problem solving but also appearing new questions in the related research (Madya 2006: 40). To get the outcome validity, the researcher put back the problems at the XI grade students of SMA N 2 Sleman in a scheme in order to make new questions. The researcher did this when the researcher did the reflection in the end of the action.

### **3. Process Validity**

Process validity meant that actions that were done in the research were believable (Madya 2006: 40). To get the process validity, the researcher collected the data by doing observation, and noted during the research process. The researcher noted/recorded anything happened in the teaching learning process of the XI IPS 1 students at SMA N 2 Sleman. It meant that during the process, the researcher observed the participants of the research which were the students of grade XI IPS 1. The researcher focused only on anything that could be caught by the researcher's senses.

### **4. Catalytic Validity**

The catalytic validity was related to how the stakeholders respond to the changes occurring to themselves (Burns, in Madya 2006: 43). The researcher got the catalytic validity through those 2 cycles of the observation, action plans, implementation, and reflection that were done at the eleventh grade students of SMAN 2 Sleman.

### **5. Dialogic Validity**

Dialogic validity means that the stakeholders could participate in the process of the research (Burns, in Madya 2006: 44). To get the dialogic validity, the researcher worked collaboratively with the teacher in action research. It would mean dialogue with practitioner peers, either through collaborative enquiry or reflective dialogue.

Furthermore, Burns (1999: 164) proposes four forms of triangulation. They are time, space, investigator, and theoretical triangulation. This research has time triangulation because the data of the research were collected over a period of time in order to identify the factors that were involved in the change process. Then, to get the investigator triangulation, the researcher asked another researcher team member to help the researcher in the reflection steps so that it could avoid the biased interpretation. Also, this research has theoretical triangulation since the data were analysed from more than one perspective.

In addition, in order to ensure the reliability, the researcher used the scores of students' performance tests, interview transcripts and field notes to get the same results. To obtain the data about teaching and learning processes, the researcher interviewed the collaborator, observed the teaching and learning processes, and interviewed the students who have just followed the lesson. Moreover, the reliability of the data was gained by giving the genuine data, such as the students' performance scores, field notes and interview transcripts.

## **I. Procedures of the Research**

The research belonging to action research used Kemmis and McTaggart's model with some modification. There are four steps in doing action research in nature and will be presented as follow.

### **1. Reconnaissance**

In this step, the researcher tried to find out the obstacles and weaknesses of speaking ability possessed by the students in SMA N 2 Sleman. The researcher firstly gathered the information related to the speaking ability with the English teacher by doing an interview. Therefore, the researcher also observed teaching and learning process in grade XI IPS 1. To complete the data in carrying out the speaking problems, some students also were interviewed. As a result, it was known that there were no meaningful activities in speaking session so that the students got less chance in practice English orally. After doing interview and observation, the problems were identified. Then the researcher and the English teacher together discussed the plan to implement the actions.

### **2. Planning**

After doing observation and interview, the researcher and the English teacher made a planning to do the feasible actions that will be implemented. The planning covered the identified problem based on the result of observation and interview. The purpose of the actions was to improve students' speaking ability of grade XI IPS 2 through directed discussion games.

### **3. Acting and Observing**

The action was conducted by the researcher whereas the English teacher observed the process. The researcher used directed discussion games in solving students' problem in speaking ability with certain basic of competencies about asking

and giving opinion expression. The other research team captured some pictures during the presentation and also observed all emerging activities in the classroom. To make the class conducive, another research team assisted the researcher in handling the class. The changes and obstacles of the students' involvement were written in the field notes with the result to be evaluated in the next step. The actions would be implemented with some modification after looking at result the first cycle. Any document record guided the researcher to do the next step.

#### **4. Reflection**

Based on the observation, the researcher and collaborator made a reflection of the implementation of the action. The reflection was conducted by interviewing the students and the collaborator about their responses to the actions. The reflection was useful to show the effectiveness of the action conducted in the teaching and learning processes. At the end of the actions, the researcher and the collaborator discussed the results of the implementation of the actions and the problems occurring during the actions that seemed ineffective. The collaborator gave contribution to the reflection on the action that was taken. It was aimed to find out whether the actions were successful or not. The successful actions were used and reapplied in the next cycle, but those which were unsuccessful would be changed or improved into the suitable one.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Procedure**

There were some stages that were conducted in this research to solve the problem. Those are planning, observation and action and also reflection. Each phase will be presented further in this chapter.

The first phase was planning. The researcher worked collaboratively with the English teacher to determine the problem related to the speaking skill in the class. The researcher conducted the observation to know the real situation in the classroom and took a field note. The observation was done in class XI IPS 2 based on the English teacher suggestion. To complete the data in identifying the teaching and learning process, interview with both English teacher and some students was conducted after doing observation. The interview was aimed to switch the found problem by the researcher from the field note and to add clear description about the speaking skill problem.

After that, the researcher discussed and planned the actions to solve the identified problem with the English teacher as collaborator. In the action stage, Directed Discussion Games was implemented during the teaching and learning process of speaking in English classroom. The actions were conducted in two cycles and each cycle consisted of two meetings. While implementing the Directed

Discussion Games technique, the researcher and the collaborator also observed the condition of the class to know students' responses.

Finally, the reflections were done in each meeting in every cycle to evaluate the actions. Reflections were needed to find out the problem that might arise during the teaching and learning process and then to be overcome in the following meeting.

### **1. Identification of the Field Problems**

Identification of the field problems was done after conducting observation and interviewing both English teacher and some students of class XI IPS 2 of SMAN 2 Sleman for one a half hours on Wednesday October 30<sup>th</sup> 2013. The situation and condition of the teaching and learning process was described in the following field note observation below.

After Mrs.S entered the class and introduced P to the students in the class XI IPS 1, P sat behind observing the teaching and learning process on that day. While waiting for students who came late to the class, Mrs.S played some jokes to the students. When the students were complete, Mrs.S started to begin the lesson by having a praying and greeting the students. After that, Mrs.S asked the students to seek difficult words in the listening transcript that has been distributed before. Then, Mrs.S discussed the words and translated it before playing the audio recording. After discussing the difficult words, Mrs.S played the audio recording for about twice up to third time. When Mrs.S finished playing the audio, she asked the students to write their answer in the white board and it could be different each other. After Mrs.S gave the explanation about the material, some students answered in the Indonesian language but most of them were sleepy and did not pay attention to the teacher's talk and even interacted with others. Bahasa Indonesia and English were used by Mrs.S during the English classroom. According to Mrs.S, listening session was the material that she delivered on that day in order to save the energy. It could be seen that some students who were given the questions from Mrs.S looked having a hesitation to answer and even they pointed another students to do it. There were some students answering the questions from Mrs.S in wrong choice of words and mispronouncing the words. The words that were often mispronounced by the students were foreign, low,

high. The class ended when the bell rang and P helped Mrs.S to bring her stuff to the office. Mrs.S said that the students' ability in learning English was low and unshopisticated since there were limited supporting facilities in SMAN 2 Sleman. (Field note 2, Friday, November 1<sup>st</sup>, 2013)

After conducting observations in the class, the researcher interviewed some students and then had a discussion with the English teacher. Based on the observations, interviews and discussion, the researcher and the English teacher identified some problems that occurred in the English teaching and learning process. The field problems arising during the teaching and learning process could be seen in the list table below.

**Table 1. The Problem Found During the English Classroom Process**

No.	Problems	Codes
1	The classroom activities were not communicative.	TT
2	The students had less chance to practice their speaking skills.	TT
3	The English teaching and learning process was teacher-centered.	TT
4	The source of the teaching and learning process besides the teacher was the <i>LKS</i> .	Mt
5	The students could not produce grammatically correct sentences.	S
6	The students could not pronounce the English words appropriately.	S
6	The teacher often asked the students to practice writing skill	TT
7	The students' confidence in practicing speaking was low	S
8	The students never practice their speaking skill based on SK KD	TT
9	The students were not encouraged to use classroom English.	TT
10	The classroom activities were monotonous.	TT



11	The teacher did not give context in making a text in every lesson.	TT
12	The teacher never used language laboratory.	F
13	The speaking activities were not the main focus of the English teaching and learning process.	TT

**TT: Teaching technique   S: Students   Mt: Material   F: Facilities**

## 2. Determining of the Research Problem

After the researcher and English teacher identified the most important problems that needed to solve, they discussed again the point of those problems. After discussing, the researcher and English teacher agreed that those problems were related to speaking learning. Then the researcher and English teacher tried to look for the appropriate ways to improve the students' speaking ability by using Directed Discussion Games. The researcher limited the found problem into table below.

**Table 2. The Urgency of the Field Problems that Need to Be Solved.**

No	Problem	Code
1	The classroom activities were not communicative.	TT
2	The students had less chance to practice their speaking skills.	TT
3	The students could not produce grammatically correct sentences.	S
4	The students could not pronounce the English words appropriately.	S
5	The students' confidence in practicing speaking was low	S
6	The students never practice their speaking skill based on SK KD	TT

**TT: Teaching technique   S: Students   Mt: Material   F: Facilities**

## **B. Implementation of Cycle 1**

### **1. Planning**

Considering the problems identified above, the researcher and the collaborator planned some actions as the efforts to solve the problems. The efforts were focused on implementing information gap activities in the teaching and learning process of speaking skill. These were described as follows:

#### **a. Using classroom English during the teaching and learning process**

During the teaching and learning process, the researcher acted as a teacher in the class. Then, English was used in classroom to improve students' competence in English and made them more familiar with the words. The researcher used classroom English in several functions such as to greet the students in the beginning of the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instruction of the tasks or activities, to give feedback, and also to end the lesson. Based on interview with some students before, they only knew some common words when the teacher spoke in English. Therefore, during this cycle, the researcher planned to try using English mostly and less Indonesian translations in some difficult aspects such as in giving the instructions before doing activities, so that they could understand well.

#### **b. Implementing Directed Discussion Games**

The Directed Discussion Games were used to enhance the students' speaking ability in the case of the ability to discuss the given topic with their group and make

them active in the teaching and learning process. The Directed Discussion Games were given in the form of *comment* games and *optimist pessimist* games as stated in the previous chapter to make the students more actively engaged in the English teaching and learning process and to give them chances to practice their English in the class orally. These activities required the students to work in groups and sharing the opinion within the group. Through these activities, the students' speaking competence and performance could be built since in these activities they had to communicate with others to find out the information they needed and presented the result in front of the class later. Before conducting these activities, the researcher would prepare the topic and the supporting video to help the students more engaged with it.

c. Giving feedback on the students' performance

Based on the observation and interviews with the students, the English rarely gave the students feedback of pronunciation and speaking ability since there was no speaking session during the English classroom. It made the students always said the same mistake pronunciation for many times and felt hesitate to speak in English in answering teacher's questions. Then, the researcher planned to give feedback on the students' work after they performed especially in pronunciation so that they would not make the same mistakes in the following meeting.

## 2. Actions and Observations

There were two meetings in cycle 1 that hold on Friday, November 8, Wednesday, November 13, 2013. The actions were concerned in implementing communicative games through directed discussion games which required the students to work collaboratively in a group discussing the given topic. In this cycle, the collaborator would look around and see the process of English classroom. The data during cycle 1 were collected through observation field notes and interviews.

### a. Using English classroom during the teaching and learning process.

English was used in every meeting during the learning and teaching process to make the students more familiar with English words. It used in several ways like greeting the students, opening the lesson, eliciting the materials that would be learnt, explaining the material, giving the instructions, giving feedback and also closing the lesson. As planned before, there would be some translations into Indonesian when the researcher found some students getting difficulty in understanding the instruction. Generally, English that was used during cycle 1 was effective to give students the example of right pronunciation and also to increase students 'confidence to speak English as there were always two-way communication between the researcher as the teacher and the students. It could be seen in the extract below.

<p>Then P gave an apperception and explained the topic about global warming. P also displayed the video about global warming effect and also proposed input text of asking and giving opinion dialogue between two people. P asked the students "Well class, do you feel that the weather today become hotter and unpredicted?". The students only said with the word "yes yes yes mbak". P again asked the students in English "So what do you think about the weather and</p>
---

climate changing on our earth? What can cause all of those?” Some students looked confused and P repeated it again into bahasa Indonesia. Some students could answer P’s question “Global warming mbak, because global warming”. P responded students’ answer “Yes, that’s right. Global warming can cause the weather and climate changing so the temperature becomes hotter” So what can cause global warming class?” Some students could answer the question in English but only in word level and some others answered it with bahasa Indonesia. **(Field note 4, Friday, November 8<sup>th</sup>, 2013)**

b. Implementing Directed Discussion Games

The implementation of the directed discussion games in this cycle was conducted in two meetings. The topic that the students would discuss was global warming phenomena. The directed discussion games consisted of two kind of games, namely *comment* and *pessimists optimist game*. It required the students to express and sharing opinion each other. In this cycle, the directed discussion games were used as tools to initiate the students to communicate in English during the teaching and learning process. They worked collaboratively within the group to solve the problem related to the topic and shared it in front of the class later. The description of this action for each meeting is presented below.

1) 1<sup>st</sup> meeting

The first meeting was implemented on Friday, November 8<sup>th</sup>, 2013. The directed discussion games that were done in the first meeting were the *comments* game. The topic of the game is global warming which required the students to gather related information than discuss it within the group to find the best argument. The researcher used the learning technique of ESA (*engage, study, activate*). In the first

phase, the students could engage with the topic and looked the input text from the teacher. It helped them to build the context before arranging the discussion. By using a video about global warming changing from time to time, the students would know particular information and arouse their mind about the phenomena. Then, the students listened to the input text from the audio to give them the example of asking and giving information.

The second phase of the teaching and learning process was study that would be done by the students with their group. There were 23 students that divided into six groups randomly. Each group would have their own discussion with the same topic for about twenty minutes. This stage gave the students opportunity to share their idea with their group and could train the students to practice English with their friend. They would hold a discussion and worked collaboratively while the teacher observed them. However, many students were reluctant to give their opinion and share it with their friend in the group. It could be seen from the observation note below.

<p>Most students did not know how to use the appropriate words. There were some students who shy and hesitate to express their argument in the discussion process and P assist them to limit the problem that being discussed. <b>(Field note 4, November 8<sup>th</sup>, 2013)</b></p>
---

After found the information by conducting discussion, the students were asked to perform their discussion result in front of the class and the other group would give comment about it. Students activated their skill in speaking English through group performance in front of the class although there were some students who still looked shy and felt hesitate. It was the first time for them to have such

activities like discussion games and it made the students confuse to speak up. It referred from the interview with the students from XI IPS1 class.

- R : Oke baiklah dek Damar dek Cintya sama dek Fitria semua yang baik hati saya mau tanya soal games tadi yang udah kita lakukan di kelas gimana menurut kalian? (*Well, Damar, Cintya and Fitria who are very kind. I want to ask you about the activities that we have done in the class. What is your opinion?*)
- S4 : Angel mbak, lha aku bingung e kadang mau ngomong apa kalo udah di depan gitu. Soalnya kan belum pernah sama sekali pas sama Bu Susan. (*It was so difficult to practice speaking in front of the class since we never get that from Mrs.Susan miss*)
- R : Kalo yang lain gimana? (*What about the other?*)
- S1 : Sebenarnya asik sih mbak tadi tu jadi nggak kerasa kalo itu pelajaran tapi besok diajarin lagi mbak bikin kalimat biar bisa bener. (*Actually, I really enjoy the game as if we were not in the English lesson but you have to tell us how to make appropriate sentence tomorrow*)
- (Interview transcript 4, Friday, November 8<sup>th</sup>, 2013)**

## 2) 2<sup>nd</sup> meeting

This meeting was carried out on Wednesday, November 1, 2013. The directed discussion game in this meeting was still about sharing opinion and the topic was about wearing school uniform. In this meeting, the students would try to play the optimist and pessimist game like debate. First, the researcher divided the group into six groups and each group would get the number of turn and also the side. The optimist group would have debate with pessimist group after holding group discussion. To improve the students' understanding in making the good sentence, the researcher explained about it for about ten minutes after they watch the video about wearing school uniform. Moreover, the researcher gave the list of words of school terms and pronounced it all.

When the students were practicing the task, the researcher monitored them by approaching their tables group by group to see whether they understood the task and did the instruction or not. All of the students were actively involved in the activity but some asked the researcher the difficult words. However, the students still bring a small paper when they were asked to perform in front of the class and it used to look the arguments that they have done in discussion phase. It could be seen in the following field note below.

Some students were still confused with the new terms. All of the students began to have a discussion within the group and once a while asked P the difficult words and how to make a right sentence. The class was conducive since all of the students were enthusiast involving on those activities. However, there were few students who still admitted that English was difficult resist to express their argument in the group. When P monitoring the discussion process, she asked about the English teaching and learning process and they said that the teacher always asked the students to practice writing and used LKS in the rest. The discussion time was over so the students prepared to present their discussion result in front of the class by taking turn. The game on that day was a debate between pros and cons group. It was called optimist and pessimist game. Some students could be seen bringing small note to remind them about the material so it made their speaking practice not natural.

**(Field note 5, Wednesday, November 13<sup>th</sup>, 2013)**

c. Giving feedback on the students' performance

When the students had a group discussion, some of them pronounced some words incorrectly and also made wrong sentence. It was occurred in both first and second meeting of the first cycle. For the first meeting, the students made mispronunciation in the words: flood, forest, introduce, and also climate. In addition, they always said *-ing form* in every sentence as a verb like "I going to the market"



(Field note 4, November 8<sup>th</sup>, 2013). In the second meeting of the first cycle, the researcher still found some students who resisted having a discussion with their friend in a group. They felt that English was difficult lesson and it was the first time doing the activities like directed discussion games in the classroom.

The researcher always corrected the students' pronunciation and reviewed the lesson in every meeting by giving feedback after they performed the discussion result in front of the class. The students were enthusiast when the teacher giving class correction. Also, the researcher gave the group correction while observing the group discussion. Even, they asked the researcher some difficult words when they were presenting the result discussion in front of the class. It could be seen in the field note below.

After the entire group presented their result, P reviewed what have been learned that day and also gave a correction about the wrong pronunciation said by the students.

**(Field note 4, Friday, November 8<sup>th</sup>, 2013)**

Sometimes S asked the difficult words to P directly during the performance. After the entire group had their turn, P reviewed and corrected the wrong pronunciation and inappropriate sentence.

**(Field note 5, Wednesday, November 13<sup>th</sup>, 2013)**

### **3. Reflection**

After implementing the action, the researcher and the collaborator reflected on the action that had been done in order to evaluate the action. The discussion was done based on the observations in the teaching and learning process, the students' and the collaborator's opinions. Those opinions were recorded by the researcher. As mentioned in Chapter III, it was needed to fulfill the democratic and

dialogic validity. Here, everybody had an equal opportunity to express their ideas, opinions, and feelings to the action. By doing reflection, the researcher can evaluate the actions and fixed unsuccessful things in the following meeting. Here are the results of the reflection that had been done by the researcher in the first cycle.

a. Using English classroom during the teaching and learning process

The implementation of the classroom English helped the students to improve speaking ability and to make them familiar with the English words. The whole students of class XI IPS 1 were enthusiast paying attention to the explanation and could greet the researcher. However, there were only few students who could answer the question from the researcher in English. They did not know some words and only answered with sentence chunk. This finding could be seen from the field note below.

Then P gave an apperception and explained the topic about global warming. P also displayed the video about global warming effect and also proposed input text of asking and giving opinion dialogue between two people. P asked the students "Well class, do you feel that the weather today become hotter and unpredicted?". The students only said with the word "yes yes yes mbak". P again asked the students in English "So what do you think about the weather and climate changing on our earth? What can cause all of those?" Some students looked confused and P repeated it again into bahasa Indonesia.

**(Field note 4, Friday, November 8<sup>th</sup>, 2013)**

Then P asked to the students about the games that they have done in the two meetings "Alright, did you enjoy our games yesterday students". Suddenly, one of the students said enthusiast to P that she wanted to do the game again. "I enjoy yesterday, I want to play again mbak". "Alhamdulillah if you like it, what about others?". The other students answered the same.

**(Field note 5, November 13<sup>th</sup>, 2013)**

In this first cycle, the researcher used some Indonesian translation in explaining the materials and giving instructions in order to make the students understand.

From those field notes, it could be concluded that the students were still not familiar with the English words. They only knew limited words in expression of greeting such as “how are you today?” or “good morning students?”. According to their opinion as stated in the interview transcript, they would know the teacher explanation when it was translated into the Indonesian language. Here are the following interview transcripts of students’ opinion.

R	:	Oke kalo gitu. Trus ada kesulitan yang lain nggak dek selain buat kalimat? ( <i>Well, is there any difficulty besides making a good sentence?</i> )
S5	:	Kadang nggak tahu beberapa kata susah mbak kalau tadi nggak diajarin sama mbaknya. ( <i>Sometimes, we don't know some strange words if you did not tell us</i> )
R	:	Oh gitu ya, trus ada yang lain lagi? ( <i>What else?</i> )
S4	:	Iya mbak, penjelasannya kalau pake bahasa Inggris cuma tau beberapa kata aja mbak. ( <i>Yes miss, we only know some English words from your explanation</i> )
<b>(Interview transcript 4, November 8<sup>th</sup>, 2013)</b>		

On the other hand, the collaborator’s opinion on the implementation of classroom English during the first cycle could be seen in the extract below.

R	:	Kalau penggunaan English classroom di kelas, bagaimana menurut ibu? ( <i>What do you think about implementation of English classroom Mam?</i> )
T	:	Kalau itu memang ibu lihat anak-anak masih belum tahu banyak kata-kata baru dan mereka juga mungkin merasa nggak familiar akhirnya masih banyak yang bertanya dengan bahasa

Indonesia. *(It could be seen that the students still unfamiliar with the words that you provide)* Mungkin nanti memang agak diajarin dulu beberapa kosakata susah biar siswanya mudeng. *(Maybe you can tell them the difficult common words later)*

**(Interview transcript 6, November 13<sup>th</sup>, 2013)**

b. Implementing Directed Discussion Games

Generally, directed discussion games could improve students' involvement and raising their confidence to speak up. They found new style of learning English especially in speaking ability which can generate their idea into a discussion activity in the form of the game. It can reduce students' doubt in making mistake when they were asked to practice English orally. The students tended to enjoy the game. However, the researcher could not manage the time well so there was misbalance from one group to other in the performance duration. Thus, some students got a big chance to speak while others did not.

c. Giving Feedback on Students

Feedback could improve students' confidence and build rapport between the teacher and the students. Besides, the students could be aware of their mistakes and their friend mistakes. The researcher provided feedback to the student in the discussion and performance session by giving review and correction of wrong pronunciation. In addition, the researcher also heard students' suggestion to explore more things in English classroom.

## **C. Implementation of Cycle 2**

### **1. Planning**

Based on the reflection in Cycle 1, the researcher and the English teacher planned to give the students more time in discussion session based on the observations and deep interviews with some students and the English teacher to help them understand about asking and giving opinion expression through the games. From the first cycle, there were still problems that were not solved yet. The problem could be from the students, input text and also the researcher. The problems were: 1) there were some students still mispronounced some words and hesitated of speaking English in front of their friend, 2) the dialog example and words list were less and, 3) some of the students were not interested in joining the English lesson. In Cycle 2, the researcher and the English teacher remained using the similar activities like in the first cycle, but provided a reward for the best performance group.

#### **a. Using English classroom during the teaching and learning process**

As the implementation of classroom English in Cycle I was successful to increase the students' opportunities to speak English, the researcher decided to use it in Cycle II. However, different from the previous cycle, in this cycle the researcher used some paraphrase or synonym of the English words to make the students understand them so that they did not depend on the Indonesian translation. The use of classroom English in this cycle was still the same as that in Cycle I. The researcher planned to use classroom English in several functions, such as to open the lesson, to

elicit the materials that would be learnt, to explain the materials, to give the instructions of the activities, and to end the lesson.

b. Implementing Directed Discussion Games

In this cycle, the researcher still planned to implement the directed discussion games by using comments and optimist pessimist games. The researcher still used the same material of asking and giving opinion expression. By using various games and rearranging the group discussion, it was hope that the students would not bore and surely improved their speaking ability. These activities involved the students to work collaboratively with their group and present their discussion result in front of the class.

c. Giving reward to the best students' performance

The researcher planned to give reward for a group who obtained the highest point in the class. The point would be given for each comment and answer from the member of the group and it would be calculated in the end of the lesson. The researcher considered that the reward would give positive booster for students as they felt not confidence when they were asked to perform in front of their friend. It was stated in cycle 1, there were some students who were still shy in practicing English orally. Hence, the researcher and the teacher agreed to give appreciation for the students who were actively communicating English.

d. Giving feedback on the students' performance

As found in Cycle I, although the students' pronunciation was still poor, they were very enthusiastic to know the correct pronunciation of some words. Then, the researcher planned to keep giving feedback on the students' pronunciation to improve their speaking ability so that they did not make the same mistakes in the next activities. Moreover, the researcher planned to limit the feedback on students' question during the performance since there were some students who ask difficult in the performance stage. However, the researcher would still assist the students when they had a group discussion and she would keep monitoring them.

## **2. Actions and observations**

It was stated that the actions in cycle 1 running well although there were some students still shy in expressing their idea through discussion group. There were two meetings in cycle 2 to improve students' speaking skill and also to overcome the previous problem that found in Cycle 1. The meetings were held on Friday, November 15<sup>th</sup> and Wednesday, November 20<sup>th</sup>, 2013. These are following description of the actions.

a. Using English classroom during teaching and learning process

The use of English in teaching and learning process was still the same as did in cycle 1. It was used for greeting the students, eliciting the material, giving instruction and giving feedback on the students. However, it was not successful yet implemented in cycle 1 since Indonesian translation mostly used to make the students

understand. In this cycle, the researcher tried to provide more lists of words that could help the students to be familiar with English. The researcher used English continually in each meeting and limit to use the Indonesian language during the lesson process. She tried to make the students understand the researcher's questions by paraphrasing the questions and using the synonyms of some English words. It could be seen from the extracts below.

P greeted and asked S' condition "Good morning class, how are you today?" S answered shortly "Fine thank you". "Well, who is absent today?" "Sukron mbak, he is sick in UKS" "I hope he will get better soon" "Class, today we are accompanied by Mrs.Susan and we will have a discussion games like yesterday, are you ready? All of S said together "ready" Then P asked again "Is there any question before playing the games?", Most of the students responded "Tell me to speak in a good sentence" P answered "O.K , I will show you how to make a good sentence and don't worry, this is speaking session. So please be expressive and don't be afraid of making mistake, do you understand?" Some students agreed and some others answered yes.

**(Field note 6, Friday, November 15<sup>th</sup>, 2013)**

Moreover, the students were more enthusiasts using English in the second meeting of the Cycle 2. The interview with some students recorded that their speaking ability increased as well.

R :	Kalo mbak jelasin pake bahasa Inggris gitu mudeng nggak kalian? ( <i>What is in your mind when I explain the material in English? Do you understand?</i> )
S11:	Mudeng kok mbak, dulu sih pas awal-awal nggak mudeng tapi trus makin kesini jadi terbiasa dengerin bahasa Inggris terus jadi lebih paham. ( <i>I do understand miss although it was very difficult for me in the first time but after being treated with English every meeting I can understand better</i> )
S12:	Iya betul itu mbak, kalau tiap hari diajarin kosakata baru sama cara ngucapinnya lama-lama jadi mudeng walau sebagian kata kadang suka nggak jelas tapi intine mudeng kok mbak. ( <i>That's right miss, if we</i>



- |      |  |
|------|--|
|      | <i>learn new words every day with correct pronunciation I will understand better than before but generally I know)</i>   |
| R :  | Oh gitu, jadi karena tiap hari digunain jadi terbiasa dan bisa ngerti ya dek ya? Lha kalian ada saran nggak dek buat ini semua? ( <i>I see. Its due to the habit right? do you have a suggestion for this?</i> ) |
| S10: | Ini lho mbak, kalo bisa praktek langsung sama bule bisa pas ke Malioboro kaya gitu. ( <i>Actually I want to practice with native speaker in Malioboro Street</i> )   |

**Interview transcript 8, Wednesday, November 20<sup>th</sup>, 2013**

#### b. Implementing Directed Discussion Games

The implementation of directed discussion games in cycle 2 was conducted in two meetings. The students still learned about asking and giving opinion through the games but in different topic and group arrangement. By implementing various topics for discussing among the students in the group, the students were hoped not to be bored of the activities so that in the end of the cycle, their speaking ability could improve. The detail of the actions in each meeting was discussed as follows.

##### 1) 1<sup>st</sup> meeting

The first meeting in cycle II was implemented on Friday, November 15<sup>th</sup>, 2013. The topic of the discussion was about using handphone in classroom and it was covered in comments games. The students arranged the group discussion by themselves and sat together with their group member. First, the researcher reviewed about making a good sentence and also words list related to the topic. After that, she played the video for the students about the phenomena corruption in Indonesia. The researcher did not explain asking and giving expression since it was done in the

previous meetings. By looking the video, the students automatically did discussion with the group member to find necessary information of the given topic.

Meanwhile, the researcher keep monitoring the discussion session. The students looked seriously talking about the corruption issues and sometimes they asked the researcher some difficult words. The discussion session ended in twenty minutes and they took turn to present their discussion result. Comments game required the students to present their own opinion about the topic using appropriate expression in front of their friend. After the presentation, it began with answering friends' comment about their opinion. There would be a point both for questioning group and the presenting group in asking and answering the questions. Each group had ten minutes to present their result and also to give comments for the questions. Merely, the students enjoyed the game and made them more fluent in speaking English in front of their friend. They tend to build their confidence and the ability to speak naturally. It could be proven from the extracts below.

Giving comment was the game on that day and there was a reward for the best performing group. A group who actively asked and answered would get points from P that could be collected to be the best. All of the students were enthusiast in discussion session using English although some of them still did not know few difficult words and asked P. The discussion session ended for about twenty minutes and the entire group had to perform their result. This time, most of the students were confident to speak up though there were some students bringing small note during presentation. While performing the discussion result, the other group preparing some questions and would asked after it finished. Finally, P announced the winner of the game that won by group 2 "Congratulation for group two in raising the highest point" then they answered "Thank you so much miss". **(Field note 6, Friday, November 15<sup>th</sup>, 2013)**

## 2) 2<sup>nd</sup> meeting

The last action in cycle 2 was conducted on Wednesday, November 20<sup>th</sup>, 2013. The class was divided into six groups before starting to play the games. As students' request in the previous meeting, the games that would be run were optimist pessimist game. The students arranged the group by themselves. Without researcher's command, they automatically sat together with their group face to face waiting for the topic that would be discussed on that day. The researcher did the apperception before playing the video. She asking some questions in English and the students could answer properly in English. Then, the researcher played the video about Indonesian television program recently talking about the content. All of the students paid attention to the video and the class was very conducive. After that, they started to gather information and compare it within the group. The group discussion allowed the students to practice English as a powering up before stating their opinion in a big class.

The researcher and the collaborator observed the discussion session and checked whether the students using English or not. They still practiced speaking through asking and giving opinion with others. They were so enthusiastic doing the activities than before and it could be seen in the following description below.

Most of the students were very enthusiastic and had high confidence to speak up in front of their friend. The students could use asking and giving opinion
--

appropriately. Due to the students' enthusiasm that day, there were still two groups who cannot present their result in front of the class.

**(Field note 7, Wednesday, November 20<sup>th</sup>, 2013)**

Obliviously, the speaking ability of the students improved by looking at four factors; fluently, accuracy, vocabulary and pronunciation. They could speak naturally and confidently without bringing a small note. They were very fluent in speaking English and they looked enjoying the activities.

c. Giving reward to the best students' performance.

Regarding the finding of Cycle 1 that the students were still hesitate and shy to perform their work in front of the class, the researcher provided a reward to make the students more enthusiastic to perform their work voluntarily. The reward was given in the form of points. The researcher always told the students in the very beginning of the activity that she would give point for a group who give comments on their friend performance and also the group who could react their friends' comment by stating their point of view that relevance with the question or comment. The number of students questioning or commenting the group performance was getting bigger. They struggled to give comment on the group performance by using English appropriately. The researcher considered group two as a winner as they were actively answer their friends' questions or just stating their own arguments. Group two collected the highest point among the other group and they were so happy to be that. *(Interview transcript 7, Friday, November 15, 2013).*

However, in the second meeting of Cycle 2, the researcher did not provide a reward since the students' involvement in discussing and practicing speaking was better than the previous meeting.

d. Giving feedback on the students' performance.

In accordance with the previous cycle, in this cycle the researcher always gave feedback on the students' pronunciation during the discussion session and at the end of the teaching and learning process. It was because some students still made some mispronunciation. The researcher gave a group and class feedback in correcting students pronunciation. It was because the students would not feel embarrassed if the correction was in group and class rather than individual correction.

In the cycle 2, the students less mispronounced the words when they were performing since they had made sure the correct pronunciation during the discussion session. In addition, the researcher did not correct the use of vocabulary during the performance in the cycle 2. She only gave feedback of difficult words on a group discussion stage.

### **3. Reflection**

The final reflection was done by the researcher after all actions had been implemented. The data of the reflection in cycle 2 were captured from the observation note and deep interview with both students and teacher as a collaborator. They are describes as follows.

a. Using English classroom during the teaching and learning process

Referring to the observation and interview, the students' participation in using English at class increased significantly. Most of them could answer the questions from the researcher in English. Their participation was not only in answering greeting like in cycle 1 but also in stating their opinion or the questions from the researcher related to the material. The implementation of classroom English by using some English synonyms and paraphrases during the teaching and learning process was successful in enhancing the students' speaking ability as well. In addition, the use of English classroom could help the students familiarized with the English words. Thus, it was very useful to increase students' opportunity to speak English in a proper way.

b. Implementing Directed Discussion Games

By looking the data from the interview, the students were helped to increase their confidence in speaking English through directed discussion games implementation. The students' confidence and involvement improved after using the technique. They had more opportunity to practice speaking with their friends that never had been done before. Discussion and practice before the performance helped them improved their speaking skill. Discussion was useful to make the students more autonomous and to avoid the domination from the teacher during the teaching and learning process. Their speaking improvement could be seen from their performance when they did a game in front of the class. Moreover, it could assist the lesser students to learn English by working collaboratively with their group.

In the Cycle 2, the researcher could manage the time during the teaching and learning process. She could give more time to the main activity so that the students had more time in practicing their oral skill and performing the result discussion. Finally, the students did not feel bored since there were various activities providing by the researcher so that they can actively participate in the teaching and learning process especially in speaking skill.

c. Giving reward to the best students' performance

The implementation of this action was successful in improving the students' involvement during the speaking teaching and learning process, especially in improving their motivation to perform their work in front of the class. After the researcher implemented this action, the students became more motivated to perform their work in front of the class although it was done only in the first meeting. Some of them struggled in questioning the group performance in order to get the point so that they automatically built their confidence to speak up in front of their friend.

Regarding this finding, the collaborator stated that the implementation of reward was effective since there were many students who wanted to perform their discussion result longer. Based on those findings, the implementation of giving rewards in fostering the students' motivation to perform their work in front of the class was successful.

d. Giving feedback on the students' performance

The students actively gave comment after the group performance. It was about the irrelevant content. It could help the students knowing their mistake and also treat them to use the expression of asking and giving opinion appropriately. So, the researcher only gave feedbacks in the group discussion and in the end of the class in terms of mispronounced of the words. Besides, she also corrected the wrong grammar such as *like followed by verb I*.

Giving feedback was important not only for correcting the wrong things but also showing teacher's participation in the teaching and learning process. It could be used to improved students' skill in learning English by giving the correct example and modeling.

#### **D. The Scores of the Students and Discussion**

The implementation of directed discussion games and its accompanying actions were successful in improving the students' speaking skill through two cycles consisting two meetings on each cycle as has been stated before. The finding could be regarded from the observations during the teaching and learning process, the interviews with the students and the collaborator. Moreover, it was also supported by the result of the pre-test and post-test score of the students' speaking ability. The pre-test was conducted on Wednesday, November 6<sup>th</sup>, 2013. The students were asked to perform a debate game in front of the class. The class was divided into six groups and



the topic of the test was; smoking effect, doing final examination (UNAS), and students riding a motorcycle to the school. In the pre test, the researcher did not imply discussion phase and the students were allowed to bring a small note during the presentation but they could not read the paper all the time. The two groups had to confront each other based on the given topic in ten minutes.

Meanwhile, the post test was conducted on Friday, November 22<sup>nd</sup>, 2013. The topic of the post-test was the same with the topics during the actions; school uniform,, and smoking habit, and riding motorcycle for school. The optimist pessimist game was implied in the post test. The students were given the time to discuss the topic within the group for about twenty minutes to find necessary information and also to solve it. They did not bring a small note during the performance but they looked very enthusiast and confident to speak up. They could organize well the presentation, the choice of words and correct pronunciation. To assess the students' speaking skill in the pre-test and post-test, the researcher used a rubric which involved four aspects of speaking, such as fluency, accuracy, vocabulary, and pronunciation.

**Table 3. Students' Speaking Mean Score**

No		Pre test	Post test
1	Mean	6.3	7.9
2	n	22	22

From the table 4, based on the researcher's assessment, it was found that the mean of the students' speaking score in pretest was 6.3. There were only six students

who got more than 7 and the rests got 5.25 to 6.75 from the assessment, it could be inferred that the students' speaking ability was low because the minimum passing criteria of English subject in this school was 7.

However, after implementing the directed discussion games and its actions, the score of the students' speaking skill in the post-test improved significantly. Most of the students got the speaking score between 7.25 to 9. Thus, all of them had passed the minimum passing criteria (KKM). From those result, it could be concluded that the students' speaking ability had improved since the means of the students' speaking skill score also had improved, from 6.3 in the pre-test to 7.9 in the post test. The complete scoring table of the students' speaking skill could be seen in the Appendices.

Regarding the findings of Cycle II that all actions were successful in improving the students' speaking ability and the objectives of the research were achieved, the researcher and the collaborator agreed to end this research in Cycle 2. In summary, the differences in speaking teaching and learning process during Cycle I and Cycle II could be seen in Table 4.

**Table 4: The Differences in Speaking Teaching and Learning Process During Cycle I and Cycle II**

<b>Before actions</b>	<b>After cycle 1</b>	<b>After cycle 2</b>
The students were shy when they were asked to express their ideas in English in front of the	Some students were still shy and reluctant when they were asked to express their ideas in	Most of the students were confident and enthusiastic to express their ideas in

class.	English in front of the class.	English in front of the class
The students were not familiar with some English words	Some students were still not familiar with some English words so that there were some Indonesian translation	The students were familiar with the English words without the Indonesian translation.
The students often mispronounced English words.	Some students still mispronounced some English words.	Most of the students had rarely mispronounced the English words.
The students were not interested in the speaking teaching and learning process.	There were still some students who were not interested in the speaking teaching and learning process.	All of the students were actively engaged in the activities and enjoyed during the speaking teaching and learning.
The students cannot say proper sentence and feel so hesitate making mistake	Some students still made wrong grammatical sentence but they ignored it	Most of the students spoke English fluently with less mistake in grammatical.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

This chapter deals with three points. They are conclusions, implications, and suggestions. The explanation of each point is presented below.

#### **A. Conclusions**

This research used the Directed Discussion Games to improve students' speaking skill. It was done in two cycles consisted of two meetings on each cycle. In both cycles, the researcher implemented the directed discussion games and some accompanying activities, such as using classroom English, implementing the directed discussion games, giving feedback on the students' pronunciation, and also giving rewards. The research began in October 30<sup>th</sup> and ended in November 22<sup>nd</sup>, 2013.

Before the actions were conducted, there was no speaking class in grade XI IPS 1. The English teacher always used LKS (worksheet) as the main learning material and mostly asked the students to practice writing during English classroom. So, the students never got a chance to practice oral skill since the English teaching and learning process was dominated by the teacher. It could be seen from the class observation that the researcher did before conducting the actions. As a result, the students were unconfident to speak up in front of the class in the pre-test because they never had that kind of activity before even in the grade ten. While, some others tended to be reluctant to get involved since they told that English was difficult to be learnt especially in speaking skill.

Considering those problems, the researcher arranged the strategy to overcome it using directed discussion games. Discussion game was chosen to create meaningful classroom task which required the students to work collaboratively with their friend. It was hoped that the students' self confident could increase by playing communicative games. The games' names were comment and optimist pessimist. The students enjoyed the games enthusiastically. However, there were two unsuccessful actions in implementing directed discussion games in the first cycle because some groups could not get the same duration in presenting their discussion result. In that time, there were also some students who were not actively engaged in the activity. In addition, the students could not understand well the topic due to the insufficient input text.

In the second cycle, the researcher implemented some actions to improve the problem remaining in Cycle I. The actions were still focused on the implementation of directed discussion games. The researcher still used comment and optimist pessimist games in this cycle with different the topics. Regarding the findings of Cycle I, there were some revised actions such as the implementation of classroom English through the use of synonyms and paraphrases, limiting the time in engage stage and providing adequate input text. In addition, she also used some new actions such as giving rewards. After implementing the revised actions, the students' speaking ability improved. Overall, it could be concluded that the directed discussion games and other accompanying actions could improve the students' speaking ability.

Through those games, the students were more confident and enthusiastic to perform their work in front of the class and they were more active during the speaking teaching and learning activities.

## **B. Implications**

Based on the result of the study, it is found that the students' speaking ability improves. The implications of the actions are described below.

1. In this research, the researcher uses directed discussion games to improve students' speaking skill. This reveals that directed discussion games can help the students to practice speaking through meaningful activities. Moreover, the English teacher can use it in managing the speaking class and avoid teacher domination during the lesson. This implies that the English teacher should give more opportunity to the students to practice English orally. Thus, the teachers need to design the appropriate strategy in order that the students can get involved and actively join the speaking class.
2. Using directed discussion games can maintain the students' attention and increase students' confidence to speak up. The students interested and enthusiastic in practicing the games collaboratively with their friend. This implies that the teacher should use and manage the teaching and learning strategy well to encourage the activities in improving students' speaking skill. It means that the teachers must be creative and enrich their professional skill in delivering the material.

3. Using directed discussion games to learn asking and giving opinion expression is very helpful for the students in learning speaking. The students can be easily to generate ideas, work collaboratively with their friend to solve the problem and improve their self confidence. This does not mean that the teacher has to use directed discussion games in every meeting but sometimes the teacher can use this as one of the teaching strategy. This implies that the teacher must be creative in choosing and designing any kinds of activities that help the teaching learning process based on the English syllabus and curriculum and the learning objectives. Then, the use of this technique can attract the students' attention and help the students to speak English easier.

4. Giving rewards and feedback can improve the students' motivation to do their projects. This means that we can sometimes use it as one of the motivation means to encourage the students' work. This implies that the teacher must be a good assistance and facilitator of the students in a class.

### **C. Suggestions**

Based on the conclusion and implications that have been explained above, some suggestions can be directed toward the English teacher and other researchers.

#### **1. To the English teacher**

This is essential for the teacher to improve the quality and to provide meaningful tasks of English teaching-learning process especially in speaking activities. They should be more creative in using and choosing interesting strategy in

speaking as well. The method should suit with the learners need so it will gain the communicative purpose in the teaching and learning process. In addition, The English teachers need to try applying the other various topics in the directed discussion games so that the students will be more motivated in the English teaching and learning process. The English teachers can use other media such as power point in order to get the students interested with the activity. Besides, they may implement other interesting and communicative activities in the teaching and learning process so that the quality of English teaching and learning process can improve.

## 2. To the Students

The students should increase their speaking skill through practicing very often using communicative activities. If they find the difficulty in learning English especially in speaking skill, they can ask their friend and work collaboratively with them. Language learning game can be used for attracting students' interest to get involved in the learning process.

## 3. To other researchers

In this study, the researcher conducts the research in one month because of the limited time. Other researchers may follow up this study in a longer time in order to find more actions to improve students' speaking ability. They can conduct this study in other schools which have different characteristics from SMA N 2 Sleman so that the research findings can be more general.



## REFERENCES

- Badan Standar Nasional Pendidikan (BSNP). 2006. *Standar Kompetensi dan Kompetensi Dasar SMA/MA*. Jakarta: Depdikbud.
- Brewster, J. Ellis, G. and Girard, D. 2002. *The Primary English Teacher's Guide*. Essex: Pearson Education Ltd.
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. San Francisco: Longman Inc.
- \_\_\_\_\_. 2001. *Teaching by Principles: an interactive approach to language pedagogy*. 2<sup>nd</sup> ed. White Plains, NY: Pearson Education.
- \_\_\_\_\_. 2004. *Language Assessment: Principle and Classroom Practices*. New York: Pearson Education Company
- Burns, Anne. 1999. *Collaborative Actions Research for English Language Teachers*. Cambridge: Cambridge University Press
- Cameron, L. 2001. *Teaching Language to Young Learners*. Cambridge: Cambridge University Press
- Deesri, Angkana. 2002. *Games in the ESL and EFL Class*. Retrieved from <http://iteslj.org/Techniques/Deesri-Games.html>
- Dornyi, Zoltan. 2001. *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press
- Feez, S. 2002. *Text Based Syllabus Design*. Sydney: Macquarie University
- Hadfield, J. 1990. *Intermediate Communicative Game*. Essex: Addison Wesley Longman Ltd
- Harmer, J. 2007. *The Practice of English Language Teaching* (4<sup>th</sup> edition). Essex: Pearson Education Ltd.
- Kayi, H. 2006. *Teaching Speaking: Activities to promote speaking in second language*. Retrieved from <http://iteslj.org/Articles/Kayi-TeachingSpeaking.html>

- Klippel, F. 1984. *Keep Talking: Communicative fluency activities for language teaching*. Cambridge: Cambridge University Press
- Krashen, Stephen D. 1997. *Foreign Language Education The Easy Way*. California: Language Education Associates
- Larsen, D and Freeman. 2000. *Techniques and Principles in Language Teaching (2<sup>nd</sup> edition)*. Oxford: Oxford University Press.
- Littlewood, W. 1981. *Communicative Language Teaching; An Introduction*. Melbourne: Cambridge University Press.
- Madya, Suwarsih. 2006. *Teori dan Praktik Penelitian Tindakan*. Bandung: Alfabeta
- Richards, J. C. 2006. *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.
- Riddell, D. 2003. *Teach Yourself, Teaching English as a Foreign Language*. London: Hodder Headline Ltd.
- Spratt, M., Pulverness, A., & Williams, M. 2005. *The TKT Course*. Cambridge: Cambridge University Press.
- Thornbury, S. 2001. *Uncovering Grammar*. Oxford: Macmillan Publishers.
- Thornbury, S. 2005. *How to Teach Speaking*. Essex: Pearson Education Ltd.
- Wright, Andrew, David Betteridge, and Michael Buckby. 1984. *Games for Language Learning. 2<sup>nd</sup> Ed*. Cambridge: Cambridge University Press.

# APPENDICES

# **APPENDIX A**

## **LESSON PLANS AND**

### **COURSE GRID**

## **Lesson Plan 1**

School	:	SMAN 2 Sleman
Subject	:	English
Grade/semester	:	XI/1
Language Skill	:	Speaking
Time Allocation	:	2 x 45 minutes

### **Standard of Competence**

3. Expressing meaning of transactional and formal interpersonal conversations continually using appropriate text related to a daily life context.

#### **Basic Competency**

3.1 Expressing meaning of transactional and formal interpersonal conversations continually acceptably, fluently and accurately using a spoken text related to daily life including speech act such as giving opinions, asking for opinions, expressing satisfactions and expressing dissatisfactions.

### **Learning Objective**

After the spoken text in the form of dialogue is given, students are expected to use expression of asking and giving for opinion based on the context of the situation given correctly and fluently.

### **Indicators**

1. Students listen to the expression of asking and giving opinion.
2. Students identify the language features used in expression of asking and giving for opinion.
3. Students express asking and giving for opinion expression according to the situation given in the discussion activities.

### **A. Learning technique**

*Engage, Study, Activate*

## **B. Learning activities**

### **1) Opening**

- Greeting
  - *Teacher : Good morning class. How are you today?*
  - *Students : Good morning Ma'am. I'm fine thank you.*
  - *Teacher : O.K Good. You look so happy today.*
- Asking for a prayer.
- Checking student's attendance
  - *Teacher : Ok. I am going to take attendance. Please say "Here." Or "Present." when I call your name.*
  - *Students : Responding to the teacher's talk.*
- Asking some questions related to the topic being taught.
- Introducing a topic
  - *Teacher : Today we are going to talk about how we can express our opinion and asking other's opinion in better way.*

### **2) Main activities**

- ENGAGE
  - *The teacher shows a picture related to the global warming.*
  - *The teacher gives some questions related to it.*
  - *The teacher shows video recording about global warming issue.*
  - *The teacher gives the students a dialogue script about global warming issue*
- STUDY
  - *The teacher explains the expression how to give opinion about something or phenomena.*
  - *The students learn the expression of giving and asking opinion.*
  - *The students are divided into several groups consisted of four-five member to gather any information about global warming issue and discuss it with their group.*
- ACTIVATE
  - *The teacher asks each group to present their discussion in front of the class.*
  - *Each member of the group will give their opinion based on the discussion before.*
  - *Another group prepares at least two questions or any comment for the group who present their discussion result. The comment can be positive or negative.*

- *At the end, the teacher will summarize the whole discussion result.*

### 3) *Closing*

- Giving Evaluation
  - *Teacher : O.K students so what we have learnt today? How do we express our opinion or give opinion to the other or the phenomena?*
- Previewing next class
  - *Teacher : In the next class, we'll look into different topic that will be more interesting.*
  - *Students : O.K Ma'am.*
- Leaving the room
  - *Teacher : Good bye and see you again at Monday.*
  - *Students : Good bye.*

### C. Media

*Pictures (global warming causes) and video*



### D. Learning Material

#### 1. *Input text (from audio)*

- Helmi** : Retno, what do you think is the best action to reduce global warming?
- Retno** : I think everyone should start changing their way of life.
- Helmi** : What do you mean?
- Retno** : Well, we have to start to do what we can, to help reduce global warming.
- Helmi** : What do you suggest that we should do?

- Retno** : Well, there are lots of things that we can do. We should start saving electricity, start recycling things, start using public transport means, buying and consuming as much as we need only, etc. Basically, just save anything that we can.
- Helmi** : Wow! You know a lot of things about reducing global warming. Where did you learn all of that from?
- Retno** : Well, I read newspapers, magazines, and also search for information in the internet. Actually, I want to inform what I've learned to everyone so that everybody can start helping to save our mother nature
- Helmi** : You're so awesome. How about if you write it in our school magazine next month?
- Retno** : That's a great idea. I'll do that.
- Helmi** : OK, I've got to go now.
- Retno** : Bye.

In the dialogue you listen to, you find the following expressions.

-Asking for opinion-

- ❖ *Hey Retno what do you think is the best action to reduce global warming?*
- ❖ *How about if you write it in school magazine next month?*

-Giving opinion-

- ❖ Well I think everyone should start changing their way of life.

## 2. Language Function

### Asking and Giving Opinion Expressions

Asking for opinion	Giving opinion
What is your opinion?	I think ...
What do you think of...?	I believe ...
How do you feel about...?	I feel ...
How do you see ...?	It seems to me ...



### 3. Grammatical Feature

#### Present Tense

We use the present simple to talk about things in general. We are not thinking only about now. We use it to say that something happens all the time or repeatedly, or that something is true in general. It is not important whether the action is happening at the same time of speaking (look at the example)

- Nurses look after patients in hospitals.
- I usually go away at weekends.
- The earth goes round the sun

Remember that we say: he/she/it-s. Don't forget the s- (I work...*but* He works...)

So the formula is:

Subject+ Verb 1(s/es) + ....

### 4. Procedure of the *comments game*

- Step1 : The teacher divides the class into several groups. All the students sit together within the group. The teacher then gives the topic that will be discussed. The teacher divides the class into several groups. All the students sit together within the group. The teacher then gives the topic that will be discussed.*
- Step2 : The students will have a discussion with their group related to the topic by stating their opinion. Now, every student states their opinion about the topic. Then, each group summarizes the discussion.*
- Step3 : Every group performs their discussion result in front of the class. The other group will give the comments about the performance. The performing group has to give their feedback about the comments. A short conversation can follow each comment.*

### 5. List of word

- *Absorb* : menyerap
- *Drainage* : saluran pembuangan
- *Emission* : gas buang
- *Hazardous* : berbahaya
- *Reduce* : mengurangi
- *Regulation* : aturan
- *Residential area* : perumahan
- *Vehicle* : kendaraan
- *Waste* : membuang
- *Reforestation* : reboisasi

### E. Evaluation

Scoring rubric

No	Name	Scoring aspects				Score	Mark
		Fluency	Pronunciation	Accuracy	Vocabulary		
1.							
2.							
3.							

Maximum score:  $4 \times 10 = 40$

Student mark:  $\frac{\text{whole score (fluency+pronunciation+accuracy+vocabulary)}}{4}$

4

Scoring format (applied)

### Sources

- *Google.com*
- Jaka Priyana dkk. 2008. *Interlanguage: English for Senior High School Students XI Science and Social Study Programme*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Murphy, Raymond. 1985. *English Grammar in Use: A reference and practice book for intermediate students*. Cambridge: Cambridge University Press.
- [www.youtube.com/watch?v=ROZJmX73FF4](http://www.youtube.com/watch?v=ROZJmX73FF4)

## Lesson Plan 2

School	:	SMAN 2 Sleman
Subject	:	English
Grade/semester	:	XI/1
Language Skill	:	Speaking
Time Allocation	:	2 x 45 minutes

### Standard of Competence

3. Expressing meaning of transactional and formal interpersonal conversations continually using appropriate text related to a daily life context.

#### Basic Competency

3.1 Expressing meaning of transactional and formal interpersonal conversations continually acceptably, fluently and accurately using a spoken text related to daily life including speech act such as giving opinions, asking for opinions, expressing satisfactions and expressing dissatisfactions.

### Learning Objective

After the spoken text in the form of dialogue is given, students are expected to use expression of asking and giving for opinion based on the context of the situation given correctly and fluently.

### Indicators

4. Students listen to the expression of asking and giving opinion.
5. Students identify the language features used in expression of asking and giving for opinion.
6. Students express asking and giving for opinion expression according to the situation given in the discussion activities.

### A. Learning technique

*Engage, Study, Activate*

## **B. Learning activities**

### **1. Opening**

- a. Greeting
- b. Asking for a prayer.
- c. Checking student's attendance
- d. Asking some questions related to the topic being taught.
- e. Introducing a topic

### **2. Main activities**

#### **a. ENGAGE**

- 1) *The teacher shows a picture related to the school uniform.*
- 2) *The teacher gives some questions related to it.*
- 3) *The teacher shows video recording about wearing school uniform for the students.*
- 4) *The teacher gives the students a dialogue script about wearing school uniform*

#### **b. STUDY**

- 1) *The teacher explains the expression how to give opinion about something or phenomena.*
- 2) *The students learn the expression of giving and asking opinion.*
- 3) *The students are divided into several groups consisted of four-five member to discuss about wearing uniform for the students. There are two group clusters: pros and cons group. The duty of pros group is to support wearing school uniform. The cons group will do the opposite.*

#### **c. ACTIVATE**

- 1) *The teacher asks two groups (pros and cons) to present their discussion in front of the class.*
- 2) *Each member of the group will state their opinion related to the topic and group cluster.*
- 3) *After stating the beginning opinion, the groups will give questions and give statement that against the other team.*
- 4) *At the end, the teacher will summarize the whole discussion result.*

### **3. Closing**

- 1) *Giving Evaluation*
- 2) *Previewing next class*
- 3) *Leaving the room*

### C. Media

*Pictures (wearing school uniform) and video*



### D. Learning Material

#### 1. *Input text (from audio)*

- David : Hey Anna.. What are you doing here? Why do you look so sad?
- Anna : Hello bud.. I am doing nothing. I am just bored to wear this outfit. What do you think about my uniform?
- David : Well, yeahhh... it's seems to me good on you. What's the matter?
- Anna : I feel that school uniform is bad for the students because it doesn't let the students to show their personality. People choose their clothes that reflect their personality and forcing students to all wear the same clothes take away that basic personality.
- David : Wowww... uhhmmmm.. I think that school uniform is good for students. First, school uniform is good for the students because it save time in the morning. When students getting ready for school, they don't need to think about what to wear. They just simply put on the uniform and go to school.
- Anna : I know Dave, but what about the name tag? Every place the students go wearing the uniform, people can know their names. This doesn't allow the students' right to privacy because strangers will also know the students' names.
- David : I believe that uniform is good for the students because it makes everyone equal. The students who can't afford fashionable clothes will not be noticed a school because everyone wearing the same. It

depends on you Ann.. Come on let's get some fun.  
 Anna : Yeahhh... I see

## 2. Language Function

### Asking and Giving Opinion Expressions

Asking for opinion	Giving opinion
What is your opinion? What do you think of...? How do you feel about...? How do you see ...?	I think ... I believe ... I feel ... It seems to me ...

## 3. Grammatical Feature

### Present Tense

We use do/does to make questions and negative sentences:

**Do** : I/we/ you/they

*Ex. Do you enjoy wearing school uniform?. I don't enjoy wearing school uniform.*

**Does** : he/she/it

*Ex. Does she wear the name tag? She doesn't wear any name tag.*

We use the present simple when we say how often we do things:

- *I get up at 8 o'clock every morning. (not I am getting)*
- *Anna doesn't wear uniform very often.*

## 4. Procedure of the **OPTIMIST PESSIMIST** game

*Step1 : One student from team 1 (optimists) begins by giving a statement. Then one student from the other team (pessimists) gives the other opinion. The pessimists continue with a new- pessimist- statement, which the optimists have to react to.*

*Step2 : After a minutes of exchanging statements, the students are asked if they found it difficult to adopt one opinion. They could also mention those statements which went against their personal opinion.*

### 5. List of word

- *Regulation* : *peraturan*
- *Obey* : *mematuhi*
- *Mandatory* : *perintah*
- *Skirt* : *rok*
- *Obligatory* : *wajib*
- *Equal* : *sama*
- *Afford* : *terjangkau/mampu*

### E. Evaluation

Scoring rubric

No	Name	Scoring aspects				Score	Mark
		Fluency	Pronunciation	Accuracy	Vocabulary		
1.							
2.							
3.							

Maximum score:  $4 \times 10 = 40$

Student mark:  $\frac{\text{whole score (fluency+pronunciation+accuracy+vocabulary)}}{4}$

4

Scoring format (applied)

### Sources

- *Google.com*
- Jaka Priyana dkk. 2008. *Interlanguage: English for Senior High School Students XI Science and Social Study Programme*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Murphy, Raymond. 1985. *English Grammar in Use: A reference and practice book for intermediate students*. Cambridge: Cambridge University Press.
- [www.youtube.com/watch?v=Mh4h30kKfJM](http://www.youtube.com/watch?v=Mh4h30kKfJM)

### Lesson Plan 3

School	:	SMAN 2 Sleman
Subject	:	English
Grade/semester	:	XI/1
Language Skill	:	Speaking
Time Allocation	:	2 x 45 minutes

#### Standard of Competence

3. Expressing meaning of transactional and formal interpersonal conversations continually using appropriate text related to a daily life context.

#### Basic Competency

3.1 Expressing meaning of transactional and formal interpersonal conversations continually acceptably, fluently and accurately using a spoken text related to daily life including speech act such as giving opinions, asking for opinions, expressing satisfactions and expressing dissatisfactions.

#### Learning Objective

After the spoken text in the form of dialogue is given, students are expected to use expression of asking and giving for opinion based on the context of the situation given correctly and fluently.

#### Indicators

7. Students listen to the expression of asking and giving opinion.
8. Students identify the language features used in expression of asking and giving for opinion.
9. Students express asking and giving for opinion expression according to the situation given in the discussion activities.

#### A. Learning technique

*Engage, Study, Activate*



## **B. Learning activities**

### **4) Opening**

- Greeting
- Asking for a prayer.
- Checking student's attendance
- Asking some questions related to the topic being taught.
- Introducing a topic

### **5) Main activities**

- ENGAGE
  - *The teacher shows a picture related to the corruption in Indonesia.*
  - *The teacher gives some questions related to it.*
  - *The teacher shows video recording about corruption issue.*
- STUDY
  - *The teacher explain about the use of passive voice in a sentence*
  - *The students are divided into several groups consisted of four-five member to gather any information about corruption in Indonesia and discuss it with their group.*
- ACTIVATE
  - *The teacher asks each group to present their discussion in front of the class.*
  - *Each member of the group will give their opinion based on the discussion before.*
  - *Another group prepares at least two questions or any comment for the group who present their discussion result. The comment can be positive or negative.*
  - *At the end, the teacher will summarize the whole discussion result.*

### **6) Closing**

- Giving Evaluation
- Previewing next class
- Leaving the room

### C. Media

*Pictures (corruptor in Indonesia) and video*



### D. Learning Material

#### 1. Language Function

Asking and Giving Opinion Expressions

Asking for opinion	Giving opinion
What is your opinion? What do you think of...? How do you feel about...? How do you see ...?	I think ... I believe ... I feel ... It seems to me ...

#### 2. Grammatical Feature

##### Passive voice

The passive is **be (is/was/have been etc)** + the past participle (**done/cleaned/seen etc.**):

- Present simple

Active: the corruptor **resists** the judge decision.

Passive : the judge decision **is resisted** by the corruptor

- Past simple

Active : KPK **arrested** Gayus Tambunan in his house last night.

Passive : Last night, Gayus Tambunan **was arrested** by the police

### 3. Procedure of the *comments game*

*Step1 : The teacher divides the class into several groups. All the students sit together within the group. The teacher then gives the topic that will be discussed. The teacher divides the class into several group. All the students sit together within the group. The teacher then gives the topic that will be discussed*

*Step2 : The students will have a discussion with their group related to the topic by stating their opinion. Now, every students state their opinion about the topic. Then, each group summarizes the discussion.*

*Step3 : Every group performs their discussion result in front of the class. The other group will give the comments about the performance. The performing group has to give their feedback about the comments. A short conversation can follow each comment.*

### 4. List of word

- Corruption : /kə' rʌ p.ʃ ə n/ {korupsi}
- Government : /'g ʌ v. ə n.mənt/
- Suspect : /'s ʌ s.pekt/ {tersangka}
- Law : /lɔ :/ {hukum/aturan}
- Outlaw : /'a ʊ t.lɔ :/ {buronan}
- Forbidden: /fə' bɪ d. ə n/ {terlarang}
- Abroad : /ə' brɔ :d/ {ke luar negeri}
- Put in jail : {dipenjara}
- Punishment/sentence : /'p ʌ n.ɪʃ .mənt/ {hukuman}
- Bribe : /braɪ b/ {menyuap/menyogok}
- Representative : /,rep.r ɪ ' zen.tə.tɪ v/ {Anggota DPR}
- Prosecutor : /'pr ɒ s.ɪ .kju:t ə r/ {jaksa}
- Judge : /dʒʌ dʒ / {Hakim}
- Lawyer : /'l ɔɪ .ə r/ {pengacara}
- Court : /kɔ :t/ {pengadilan}
- Arrest : /ə' rest/ {menahan}

### E. Evaluation

Scoring rubric

No	Name	Scoring aspects				Score	Mark
		Fluency	Pronunciation	Accuracy	Vocabulary		
1.							
2.							
3.							

Maximum score:  $4 \times 10 = 40$

Student mark:  $\frac{\text{whole score (fluency+pronunciation+accuracy+vocabulary)}}{4}$

4

Scoring format (applied)

#### Sources

- *Google.com*
- Jaka Priyana dkk. 2008. *Interlanguage: English for Senior High School Students XI Science and Social Study Programme*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Murphy, Raymond. 1985. *English Grammar in Use: A reference and practice book for intermediate students*. Cambridge: Cambridge University Press.
- [www.youtube.com/watch?v=fudWiHCUQ8](http://www.youtube.com/watch?v=fudWiHCUQ8)

## **Lesson Plan 4**

School	:	SMAN 2 Sleman
Subject	:	English
Grade/semester	:	XI/1
Language Skill	:	Speaking
Time Allocation	:	2 x 45 minutes

### **Standard of Competence**

3. Expressing meaning of transactional and formal interpersonal conversations continually using appropriate text related to a daily life context.

#### **Basic Competency**

3.1 Expressing meaning of transactional and formal interpersonal conversations continually acceptably, fluently and accurately using a spoken text related to daily life including speech act such as giving opinions, asking for opinions, expressing satisfactions and expressing dissatisfactions.

### **Learning Objective**

After the spoken text in the form of dialogue is given, students are expected to use expression of asking and giving for opinion based on the context of the situation given correctly and fluently.

### **Indicators**

10. Students listen to the expression of asking and giving opinion.
11. Students identify the language features used in expression of asking and giving for opinion.
12. Students express asking and giving for opinion expression according to the situation given in the discussion activities.

### **A. Learning technique**

*Engage, Study, Activate*

## B. Learning activities

### *Opening*

- f. Greeting
- g. Asking for a prayer.
- h. Checking student's attendance
- i. Asking some questions related to the topic being taught.
- j. Introducing a topic

### *Main activities*

#### ENGAGE

- *The teacher shows a picture related to the smoking effect*
- *The teacher gives some questions related to it.*
- *The teacher shows video recording about smoking in students age.*

#### STUDY

- *The teacher explains about verb + - ing form and verb+ to...*
- *The students learn how to apply verb + - ing form and verb + to... in their speaking.*
- *The students are divided into several groups consisted of four-five member to discuss about smoking effect. There are two group clusters: pros and cons group. The duty of pros group is to support smoking habit. The cons group will do the opposite.*

#### ACTIVATE

- *The teacher asks two groups (pros and cons) to present their discussion in front of the class.*
- *Each member of the group will state their opinion related to the topic and group cluster.*
- *After stating the beginning opinion, the groups will give questions and give statement that against the other team.*
- *At the end, the teacher will summarize the whole discussion result.*

### *Closing*

- *Giving Evaluation*
- *Previewing next class*
- *Leaving the room*

### C. Learning Material

#### 1. Language Function

##### Asking and Giving Opinion Expressions

Asking for opinion	Giving opinion
What is your opinion? What do you think of...? How do you feel about...? How do you see ...?	I think ... I believe ... I feel ... It seems to me ...

#### 2. Grammatical Feature

##### Verb + - ing

Here are some verbs that are followed by – ing

Stop	Avoid	Involve
Finish	Admit	practis
Delay	Deny	Imagine
Postpone	Miss	Consider
Fancy	Risk	

##### Verb + to ...

Here these verbs are followed by another verb; the structure is usually verb+ to... (infinitive)

Offer	Decide	Hope	Deserve	Attempt	Promise
Agree	Plan	Aim	Afford	Manage	Threaten
Refuse	Arrange	Learn	Forget	Fail	

#### 3. Procedure of the *optimists pessimists* game

- Step1* : One student from team 1(optimists) begins by giving a statement. Then one student from the other team (pessimists) gives the other opinion. The pessimists continue with a new- pessimist- statement, which the optimists have to react to.
- Step2* : After a minutes of exchanging statements, the students are asked if they found it difficult to adopt one opinion.

*They could also mention those statements which went against their personal opinion.*

#### 6. List of word

- Tobacco : tembakau
- Lung : paru-paru
- Respiratory : system pernafasan
- Cigarette : rokok
- Diseases : penyakit
- Warm : hangat
- Pain : kesakitan

#### D. Evaluation

Scoring rubric

No	Name	Scoring aspects				Score	Mark
		Fluency	Pronun ciation	Accuracy	Vocabulary		
1.							
2.							
3.							

Maximum score:  $4 \times 10 = 40$

Student mark:  $\frac{\text{whole score (fluency+pronunciation+accuracy+vocabulary)}}{4}$

4

Scoring format (applied)

#### Sources

- *Google.com*
- Jaka Priyana dkk. 2008. *Interlanguage: English for Senior High School Students XI Science and Social Study Programme*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Murphy, Raymond. 1985. *English Grammar in Use: A reference and practice book for intermediate students*. Cambridge: Cambridge University Press.
- [www.youtube.com/watch?v=AuKyigrH3F](http://www.youtube.com/watch?v=AuKyigrH3F)



## Course Grid

### Standard of Competence:

3. Expressing meaning of transactional and formal interpersonal conversations continually using appropriate text related to a daily life context.

Date	Basic Competency	Indicators	Materials				Activities			Medias and learning sources
			Language function	Grammar	Vocabulary	Expressions	Engage	Study	Activate	
8 Nov 2013	3.1 Expressing meaning of transactional and formal interpersonal conversations continually acceptably, fluently and accurately using a spoken text related to daily life including speech act such as giving opinions,	13. Students listen to the expression of asking and giving opinion. 14. Students identify the language features used in expression of asking	- Asking and giving opinion	Simple Present tense: S + V1 (s/es) + O + C	- <i>Absorb</i> - <i>Drainage</i> - <i>Emission</i> - <i>Hazardous</i> - <i>Reduce</i> - <i>Regulation</i> - <i>Residential area</i> - <i>Vehicle</i> - <i>Waste</i> - <i>Reforestation</i>	<b>Asking for opinion:</b> - What is your opinion? - What do you think of...? - How do you feel about...? - How do you see ...?  <b>Giving opinion:</b> I think ... I believe ... I feel ... It seems to	- The teacher shows a picture related to the global warming. - The teacher gives some questions related to it. - The teacher shows video recording about global warming issue. - The teacher gives the	- The teacher explains the expression how to give opinion about something or phenomena. - The students learn the expression of giving and asking	- The teacher asks each group to present their discussion in front of the class. - Each member of the group will give their opinion based on the	Media: - Pictures - Videos - Audio  Learning sources: - Comments game

	asking for opinions, expressing satisfactions and expressing dissatisfactions.	and giving for opinion. 15. Students express asking and giving for opinion expression according to the situation given in the discussion activities .				me ...	students a dialogue script about global warming issue	opinion. - The students are divided into several groups consisted of four-five member to gather any information about global warming issue and discuss it with their group.	discussion before. - Another group prepares at least two questions or any comment for the group who present their discussion result. The comment can be positive or negative. - At the end, the teacher will summarize the	
--	--	--	--	--	--	--------	---	--	--	--

									whole discussio n result.	
13 Nov 2013	3.1 Expressing meaning of transactional and formal interpersonal conversations continually acceptably, fluently and accurately using a spoken text related to daily life including speech act such as giving opinions, asking for opinions, expressing satisfactions and expressing	1. Students listen to the expressi on of asking and giving opinion. 2. Students identify the language features used in expressi on of asking and giving for opinion. 3. Students express asking and	Asking and giving opinion	Simple Present tense: S + V1 (s/es) + O + C	- <i>Regulatio n</i> - <i>Obey</i> - <i>Mandator y</i> - <i>Skirt</i> - <i>Obligator y</i> - <i>Equal</i> - <i>Afford</i>	<b>Asking for opinion:</b> - What is your opinion? - What do you think of...? - How do you feel about...? - How do you see ...?  <b>Giving opinion:</b> I think ... I believe ... I feel ... It seems to me ...	5) The teacher shows a picture related to the school uniform. 6) The teacher gives some questions related to it. 7) The teacher shows video recording about wearing school uniform for the students. 8) The teacher gives the students a dialogue script about wearing	4) The teacher explains the expressio n how to give opinion about something or phenomen a. 5) The students learn the expressio n of giving and asking opinion. 6) The students are divided into	5) The teacher asks two groups (pros and cons) to present their discussio n in front of the class. 6) Each member of the group will state their opinion related to the topic and group cluster.	Media: -Pictures -Videos -Audio  Learnin g sources: Optimist Pessimist Game

	dissatisfactions	giving for opinion expression according to the situation given in the discussion activities .					school uniform	several groups consisted of four-five member to discuss about wearing uniform for the students. There are two group clusters: pros and cons group. The duty of pros group is to support wearing school uniform. The cons group will do the opposite.	7) After stating the beginning opinion, the groups will give questions and give statement that against the other team. 8) At the end, the teacher will summarize the whole discussion result.	
--	------------------	---	--	--	--	--	----------------	--	--	--

15 Nov 2013	3.1 Expressing meaning of transactional and formal interpersonal conversations continually acceptably, fluently and accurately using a spoken text related to daily life including speech act such as giving opinions, asking for opinions, expressing satisfactions and expressing dissatisfaction	1. Students listen to the expression of asking and giving opinion. 2. Students identify the language features used in expression of asking and giving for opinion. 3. Students express asking and giving for	Asking and giving opinion	Simple Present tense with Passive voice: S+ to be (is, am, are) + V3 + O + C	<ul style="list-style-type: none"> <li>- Corruption</li> <li>- Government</li> <li>- Suspect</li> <li>- Law</li> <li>- Outlaw</li> <li>- Forbidden</li> <li>- Abroad</li> <li>- Put in jail</li> <li>- Punishment/sentence :</li> <li>- Bribe</li> <li>- Representative</li> <li>- Prosecutor</li> <li>- Judge</li> <li>- Lawyer }</li> <li>- Court</li> <li>- Arrest</li> </ul>	<b>Asking for opinion:</b> <ul style="list-style-type: none"> <li>- What is your opinion?</li> <li>- What do you think of...?</li> <li>- How do you feel about...?</li> <li>- How do you see ...?</li> </ul> <b>Giving opinion:</b> <ul style="list-style-type: none"> <li>I think ...</li> <li>I believe ...</li> <li>I feel ...</li> <li>It seems to me ...</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher shows a picture related to the corruption in Indonesia.</li> <li>- The teacher gives some questions related to it.</li> <li>- The teacher shows video recording about corruption issue.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher explain about the use of passive voice in a sentence</li> <li>- The students are divided into several groups consisted of four-five member to gather any information about corruption in Indonesia and discuss it</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher asks each group to present their discussion in front of the class.</li> <li>- Each member of the group will give their opinion based on the discussion before.</li> <li>- Another group prepares at least two question</li> </ul>	Media: <ul style="list-style-type: none"> <li>- Pictures</li> <li>- Videos</li> <li>- Audio</li> </ul> Learning sources: <ul style="list-style-type: none"> <li>Comments game</li> </ul>
-------------	---	--	---------------------------	--	--	--	---	---	--	--

		opinion expressio n according to the situation given in the discussion activities.						with their group.	s or any commen t for the group who present their discussio n result. The commen t can be positive or negative. - At the end, the teacher will summar ize the whole discussio n result.	
20 Nov 2013	3.1 Expressing meaning of transactional and formal	1. Students listen to the expressi on of	Asking and giving opinion	Verb Pattern: 1. V + - ing form	- Tobacco - Lung - Respirato ry - Cigarette	<b>Asking for opinion:</b> - What is your opinion?	1) The teacher shows a picture related to	1) The teacher explains about verb + - ing	1. The teacher asks two groups (pros	Media: -Pictures -Videos -Audio

	interpersonal conversations continually acceptably, fluently and accurately using a spoken text related to daily life including speech act such as giving opinions, asking for opinions, expressing satisfactions and expressing dissatisfactions	<p>asking and giving opinion.</p> <p>2. Students identify the language features used in expression of asking and giving for opinion.</p> <p>3. Students express asking and giving for opinion expression according to the situation</p>		<p>2. V + to V1</p> <p>- Diseases</p> <p>- Warm</p> <p>- Pain</p>	<p>- What do you think of...?</p> <p>- How do you feel about...?</p> <p>- How do you see ...?</p> <p><b>Giving opinion:</b> I think ... I believe ... I feel ... It seems to me ...</p>	<p>the smoking effect</p> <p>2) The teacher gives some questions related to it.</p> <p>3) The teacher shows video recording about smoking in students' age.</p>	<p>form and verb+ to...</p> <p>2) The students learn how to apply verb + -ing form and verb + to... in their speaking.</p> <p>3) The students are divided into several groups consisted of four-five member to discuss about smoking effect. There are</p>	<p>and cons) to present their discussion in front of the class.</p> <p>2. Each member of the group will state their opinion related to the topic and group cluster.</p> <p>3. After stating the beginning opinion, the groups</p>	<p>Learning sources: Optimist Pessimist Game</p>
--	---	---	--	---	---	---	--	---	--

		given in the discussion activities .						two group clusters: pros and cons group. The duty of pros group is to support smoking habit. The cons group will do the opposite.	will give questions and give statement that against the other team. 4. At the end, the teacher will summarize the whole discussion result.	
--	--	--------------------------------------	--	--	--	--	--	---	---	--



## RUBRIC

### 1. Fluency

Criterion: speaking fluently in natural hesitations.

Indicators:

Scores	Indicators
1	The student speaks very fluently in communication to perform the expected competency.
2	The student speaks fluently in communication to perform the expected competency, but there are natural hesitations.
3	The student speaks quite fluently in communication to perform the expected competency although there are hesitations which are not quite natural.
4	The student speaks quite fluently in communication to perform the expected competency although there are often hesitations which are not quite natural.
5	The student does not speak quite fluently in communication to perform the expected competency; sometimes he/she is impeded by language problems so that he/she speaks rather slowly and hesitantly; sometimes those problems disrupt the performance.
6	The student does not speak quite fluently in communication to perform the expected competency; sometimes he/she is impeded by language problems so that he/she speaks rather slowly and hesitantly; sometimes those problems disrupt the performance.
7	The student does not speak quite fluently in communication to perform the expected competency; sometimes he/she is impeded by language problems like repeating and searching for words so that he/she speaks hesitantly and sometimes pauses quite long; those problems strongly disrupt the performance
8	The student speaks very slowly and discontinuously (like speaking per word with simple patterns). Even pauses very long in communication to perform the expected competency.
9	The student speaks very slowly and often discontinuously (like speaking per word with simple patterns). Even suddenly stops in communication to perform the expected competency.
10	The student communicates very difficultly to perform the expected competency; he/she speaks very slowly and always discontinuously (like speaking per word with very simple patterns) and even then stops.

## 2. Pronunciation

Criterion: speaking in unambiguous sounds and use appropriate intonation and pauses.

Indicators:

Scores	Indicators
1	The student never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.
2	The student almost never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; a few sounds are ambiguous but can be understood.
3	The student rarely makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.
4	The student sometimes makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are ambiguous but can be understood.
5	The student often makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; some sounds are ambiguous and rather difficult to be understood.
6	The student makes pronunciation mistakes very often in performing the expected competency; intonation and stress are inappropriate; many sounds are ambiguous and difficult to be understood.
7	The student almost always makes pronunciation mistakes in performing the expected competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to be understood.
8	The student always makes pronunciation mistakes in performing the expected competency; many sounds are ambiguous because pronunciation is not clear; speaks without considering intonation and stress.
9	The student always makes pronunciation mistakes in performing the expected competency; such as many sounds are ambiguous because pronunciation is not clear.
10	The student cannot pronounce well at all in performing the expected competency.

### 3. Accuracy

Criterion: using simple and complex grammatical structures correctly.

Indicators:

Scores	Indicators
1	The student never makes any grammatical mistakes in performing the expected competency; both in basic grammatical structures (like phrases, simple, and compound sentences) and in complex structure (like complex sentences).
2	The student almost never makes any grammatical mistakes in performing the expected competency; both in basic grammatical structures (like phrases, simple, and compound sentences) but makes very few mistakes in complex structure (like complex sentences), however those mistakes do not impede meaning.
3	The student makes grammatical mistakes very rare in basic grammatical structures (like phrases, simple, and compound sentences) and makes few mistakes in complex structure (like complex sentences), in performing expected competency so that they rather impede meaning.
4	The student rarely makes grammatical mistakes very rare in basic grammatical structures (like phrases, simple, and compound sentences) and makes some mistakes in complex structure (like complex sentences), in performing expected competency so that they rather impede meaning.
5	The student sometimes makes grammatical mistakes very rare in basic grammatical structures (like phrases, simple, and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), in performing expected competency so that they rather impede meaning.
6	The student often makes grammatical mistakes in basic grammatical structures (like phrases, simple, and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), in performing expected competency so that they strongly impede meaning.
7	The student makes grammatical mistakes very often in basic grammatical structures (like phrases, simple, and compound sentences) and makes so many mistakes in complex structure (like complex sentences), the mistakes strongly impede communication in performing expected competency.
8	The student almost always makes grammatical mistakes in basic grammatical structures (like phrases, simple, and compound sentences); cannot use complex structure (like complex sentences) well, the mistakes disrupt communication in performing expected competency.
9	The student always makes grammatical mistakes in most of the basic grammatical structures (like phrases, simple, and compound sentences) and there is no effort to use complex structure well, the mistakes strongly disrupt communication in performing expected competency.
10	The student has no mastery of grammar to perform the expected competency so that the grammatical structures are entirely incorrect.

#### 4. Vocabulary

Criterion: using many vocabulary variations and appropriate word choices.

Indicators:

Scores	Indicators
1	The student uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
2	The student uses many vocabulary variations and only makes very few mistakes in word choices in performing the expected competency.
3	The student uses quite many vocabulary variations and makes few mistakes in word choices but those are sufficient and do not impede meaning in performing the expected competency.
4	The student uses few vocabulary variations and uses word choices which are not quite appropriate but sufficient to perform the expected competency, he/she sometimes has to explain ideas to get the appropriate words.
5	The student uses very few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency, he/she needs to explain ideas to get the appropriate words.
6	The student uses limited vocabulary and inappropriate word choices in performing the expected competency, he/she often explain ideas because of the insufficient vocabulary.
7	The student uses limited vocabulary and very inappropriate word choices in performing the expected competency, he/she often explain ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain ideas.
8	The student uses limited vocabulary to perform the expected competency so that communication is rather difficult to understand, he/she often asks the teacher to express the ideas.
9	The student uses limited vocabulary to perform the expected competency so that communication is rather difficult to understand, he/she often asks the teacher to express the ideas
10	The student has no vocabulary mastery to perform the expected competency so that communication is unclear and very difficult to understand, he/she always asks the teacher to be able to express the ideas.

**Table 5. Students' Speaking Score in the Pre-Test**

No	F		A		V		P		Score	
	R	T	R	T	R	T	R	T	R	T
1	5	5	5	5	6	5	6	6	5.5	5.25
2	6	5	5	5	6	5	6	6	5.7	5.25
3	7	7	6	6	6	6	6	6	6.25	6.25
4	7	6	7	6	8	7	7	7	7.25	6.5
5	5	6	5	5	7	6	6	7	5.75	6
6	6	5	5	6	5	6	6	6	5.5	5.75
7	6	6	6	6	7	7	7	6	6.5	6.25
8	5	6	6	5	6	5	6	5	5.75	5.5
9	5	5	6	5	5	5	5	6	5.25	5.25
10	8	8	7	7	8	8	8	8	7.75	7.75
11	5	5	5	6	7	6	6	6	5.75	5.75
12	7	6	7	6	8	7	8	7	7.5	6.5
13	6	5	6	6	7	7	7	7	6.5	6.25
14	8	8	7	7	8	7	8	8	7.75	7.5
15	7	7	6	5	7	6	7	6	6.75	6.25
16	5	5	6	6	5	6	6	6	5.5	5.75
17	6	5	5	5	6	6	5	6	5.5	5.5
18	6	5	5	5	6	6	6	6	5.75	5.5
19	6	6	5	5	6	6	5	6	5.5	5.75
20	8	8	7	6	8	7	8	8	7.75	7.25
21	8	7	8	7	8	7	9	8	8.25	7.5
22	6	6	5	5	6	6	5	5	5.5	5.5

**Table 6. Students' Speaking Score in the Post-Test**

No.	F		A		V		P		Score	
	R	T	R	T	R	T	R	T	R	T
1	7	8	7	7	7	7	8	7	7.25	7.25
2	8	7	7	8	8	8	7	7	7.5	7.5
3	8	7	8	7	7	7	7	8	7.5	7.25
4	9	9	8	8	9	9	8	9	8.5	8.75
5	9	8	7	7	8	8	8	8	8	7.75
6	7	7	8	7	7	8	7	8	7.25	7.5
7	8	9	8	8	9	8	8	7	8.25	8
8	8	8	7	8	8	8	8	8	7.75	8
9	7	7	8	8	7	8	7	8	7.25	7.75
10	9	9	9	9	9	9	9	8	9	8.75
11	7	8	7	7	7	7	8	8	7.25	7.5
12	9	8	9	8	9	8	8	8	8.75	8
13	8	8	8	7	9	9	8	8	8.25	8
14	9	9	8	8	9	8	8	8	8.5	8.25
15	9	8	7	7	8	8	8	8	8	7.75
16	7	7	8	7	8	8	6	7	7.25	7.25
17	8	8	7	7	8	8	6	7	7.25	7.5
18	8	8	7	7	8	8	8	8	7.75	7.75
19	8	9	8	8	8	8	8	8	8	8.25
20	9	9	9	8	9	9	9	9	9	8.75
21	9	8	9	8	9	9	9	8	9	8.25
22	8	8	7	7	7	7	8	7	7.5	7.25

**APPENDIX B**

**FIELD NOTES AND**

**INTERVIEW TRANSCRIPTS**

## **FIELD NOTE**

### **FIELD NOTE 1**

#### **Asking Permission**

**Wednesday, October 30<sup>th</sup>, 2013**

P datang bersama R teman yang akan menjadi observer P di kelas dan juga ikut juga sebagai peneliti kelas XII di SMAN 2 Sleman. P datang pukul 08.00 dan langsung menemui petugas TU yaitu Bapak S. P lalu memberikan surat perijinan dari Bappeda Sleman untuk melakukan penelitian di sekolah tersebut. Bapak S menyuruh P menunggu di ruang tamu sekolah sambil menunggu Ibu S selesai mengajar. Beberapa menit kemudian Ibu S datang dan menyambut P dengan ramah. P mengutarakan niat untuk melakukan penelitian di sekolah tersebut di kelas XI. Ibu S menerima dengan baik tujuan kedatangan P dan bertanya teknik serta metode apa yang akan digunakan. P menjelaskan mengenai penelitiannya tentang *speaking* yang menggunakan teknik *directed discussion games* dan Ibu S sangat menyetujui karena sebelumnya belum pernah ada peneliti yang meneliti tentang kemampuan *speaking* di sekolah tersebut. Ibu S juga mengungkapkan kalau kemampuan *speaking* S di kelas XI di SMAN 2 Sleman memang agak sulit dikembangkan karena S kurang PD dan tidak tahu cara menyampaikan sebuah ide dalam bahasa Inggris. P dan Ibu S kemudian menyusun jadwal untuk diadakannya penelitian oleh P. P menyerahkan surat observasi dari kampus yang telah dibuat sebelumnya kepada Ibu S. P dan Ibu S menyetujui observasi dilakukan pada hari Jumat 1 November 2013 di kelas XI IPS 1.

### **FIELD NOTE 2**

#### **Observation**

**Friday, November, 1<sup>st</sup>, 2013**

P dan R sampai di sekolah pukul 07.00 dan langsung mencari Ibu S di ruang guru. P dan R kemudian membantu Ibu S membawa speaker dan kabel roll ke kelas XII IPA 1. P menemani R melakukan observasi di kelas sampai pukul 08.45.



Kemudian P dan R menuju ke kelas XI IPS 1 membawa speaker dan kabel roll. Setelah Ibu S masuk lalu P dan R diperkenalkan ke semua S XI IPS 1. P dan R duduk di bangku belakang untuk mengamati situasi pembelajaran hari itu. Beberapa S ada yang terlambat masuk ke kelas dan kemudian Ibu S menunggu sambil melontarkan beberapa lelucon. Setelah semua S masuk, Ibu S memulai pelajaran dengan berdoa dan mengucapkan salam. Ibu S kemudian menyuruh S mencari kosakata susah yang ada di transkrip *listening* yang telah dibagikan sebelumnya. Ibu S kemudian membahas kosakata susah dan mengartikannya sebelum memulai memutar audio. Setelah semua kosakata susah terjawab Ibu S kemudian memutar audio sebanyak dua hingga tiga kali. Setelah semua skrip yang ada di audio diputar Ibu S menyuruh S menuliskan jawaban di papan tulis, jawaban boleh berbeda antar S. Ibu S mencocokkan jawaban dengan para S. Sebagian siswa merespon pertanyaan Ibu S dengan bahasa Indonesia dan sebagian yang lain terlihat mengantuk dan berinteraksi dengan S lainnya. Bahasa Inggris dan Indonesia digunakan secara bergantian oleh Ibu S saat pelajaran berlangsung. Pada hari itu pelajaran bahasa Inggris diisi dengan materi *listening* dan menurut Ibu S hal itu dilakukan untuk menghemat energi. Beberapa S yang diberi pertanyaan dalam bahasa Inggris oleh Ibu S terlihat ragu-ragu dalam menjawab dan saling melontarkan pertanyaan ke teman sebangkunya. Ada beberapa S yang bisa menjawab hanya dengan kata-kata dan pronunciation yang kurang tepat. Kata-kata yang sering salah diucapkan oleh S adalah *foreign, low, high*. Bel istirahat berbunyi kemudian Ibu S menyudahi pelajaran hari itu. P dan R membantu Ibu S membawa speaker dan kabel ke ruang guru. P dan R lalu berbincang sedikit dengan Ibu S mengenai kelemahan-kelemahan S dalam pembelajaran bahasa Inggris dan kemampuan berbicara S menggunakan bahasa Inggris yang dirasa masih sangat terbatas serta minimnya fasilitas yang ada di SMAN 2 Sleman. Setelah selesai berbicara R dan P berpamitan dengan Ibu S.

### FIELD NOTE 3

#### Pretest

**Wednesday, November 6, 2013**

P sampai di sekolah pukul 08.30. P kemudian menunggu di depan kelas untuk menemui Ibu S yang masih mengajar. Kemudian pukul 09.30 P menemui Ibu S untuk membicarakan lagi pretest yang akan dimulai hari itu. Ibu S menanyakan tentang apa saja yang perlu untuk pretest dan P meminta LCD karena di sekolah tersebut tidak tersedia LCD di setiap kelas. Setelah bel istirahat pertama P menuju ke kelas XI IPS 1 untuk memulai pretest. Pertama, P memberi salam kepada semua S kelas XI IPS 1 dan mengenalkan diri secara formal kemudian memanggil nama semua S untuk di presensi. Semua S masuk pada jam itu dan P bisa memulai pretest. Pretest diawali dengan pengenalan topik mengenai ekspresi memberi dan menerima pendapat dalam sebuah percakapan. P memberi contoh gambaran dari acara di stasiun TV One dalam program *Indonesia Lawyers Club* dan acara debat mahasiswa. Kemudian P memutar video tentang merokok di kalangan siswa sekolah. Setelah itu, P meminta S untuk memberikan tanggapan mengenai fenomena tersebut. Selanjutnya P membagi semua S menjadi 6 kelompok, setiap dua kelompok diberikan satu topik yang sama dan mendiskusikannya dengan kelompoknya masing-masing tanpa ada dampingan dari P. Dua kelompok dalam satu topik yang sama akan menjadi kelompok yang pro dan kelompok yang kontra. Topik diskusi hari tersebut adalah; *efek merokok, penggunaan kendaraan bermotor bagi siswa sekolah, dan adanya UNAS sebagai syarat kelulusan*. Semua S diminta untuk mempersiapkan argumen serta pendapat mereka menurut kelompoknya dan diberi waktu sekitar sepuluh menit. Selanjutnya setiap kelompok diminta maju ke depan untuk sesi debat dan P menilainya dalam empat aspek; *pronunciation, vocabulary, fluently, accuracy*. Ibu S yang juga ikut dalam kelas ikut serta memberikan penilaian. Setiap S diberikan stiker nama agar memudahkan P dalam menilai. Banyak S terlihat ragu-ragu mengemukakan pendapatnya dan terlihat bingung menyampaikan ide nya dalam bahasa inggris yang

baik bahkan terlalu lama berpikir hingga akhirnya tidak bisa mengemukakan pendapatnya. Beberapa S ada yang bertanya dengan P mengenai kosakata yang sulit ketika maju ke depan. Setelah semua kelompok pro dan kontra mempresentasikan pendapat mereka masing-masing, P mereview kembali apa yang telah didiskusikan hari itu. Pretest hari itu ditutup pukul 11.30 yang memang jam terakhir. P meminta dua S untuk menjawab beberapa pertanyaan terkait dengan pembelajaran bahasa Inggris di sekolahnya.

#### **FIELD NOTE 4**

**Friday, November 8<sup>th</sup>, 2013.**

##### **Action 1 cycle 1**

Pukul 07.00 P sudah datang bersama R untuk memulai penelitian hari itu. Pukul 07.15 sampai pukul 08.45 P menemani R melakukan pretest di kelas XII IPA 2. Setelah itu P menemui Ibu S untuk meminta ijin meminjam LCD dan kabel roll. P menunggu jam pelajaran bahasa Inggris kelas XI IPS 1 di ruang tamu sekolah. Sesaat setelah itu, P masuk kelas XI IPS 1 pukul 10.30 dengan ditemani R dan Ibu S. P memberikan salam kemudian memanggil nama semua S serta menjelaskan bahwa untuk beberapa pertemuan kedepan P yang akan mengajar bahasa Inggris di kelas XI IPS 1. Kemudian P mulai memberikan apresepasi dan menerangkan topik tentang pemanasan global dan memutar video mengenai efek pemanasan global dari waktu ke waktu serta sebuah *input text* percakapan mengenai pemanasan global dimana disitu terdapat ekspresi memberi dan menerima pendapat antara dua orang. "Well class, do you feel that the weather today become hotter and unpredicted?" S hanya menjawab sekenanya "yes yes yes mbak" P bertanya lagi kepada S "So what do you think about the changing weather or even climate in the earth? What can cause all of those?" Sebagian siswa terlihat bingung dengan pertanyaan-pertanyaan tersebut. Kemudian P mengulangnya dengan bahasa Indonesia dan beberapa S bisa menjawab "global warming mbak, because global

*warming*””*Yes, that’s right. global warming can cause the changing of climate and the temperature become hotter*” *So what can make global warming class?*” Apa yang menyebabkan global warming? Beberapa S dapat menjawab dengan bahasa Inggris tetapi hanya berupa kata-kata saja dan sebagian yang lain masih menjawab dengan bahasa Indonesia. Setelah itu P memberikan video mengenai efek pemanasan global dan input teks berupa dialog tentang pemanasan global. P juga menyampaikan beberapa contoh lain dari ekspresi mengemukakan pendapat dan menanggapi. Kemudian P membagi kelas menjadi enam kelompok sesuai nomor presensi. Setiap kelompok duduk berdekatan dan melakukan diskusi dan menggali informasi seputar pemanasan global. P menjelaskan mengenai prosedur permainan kepada S. Permainan diskusi hari itu adalah *comments*. P melakukan bimbingan kepada mereka dan mensupervisi setiap kelompok. Banyak diantara siswa yang tidak tahu kosakata yang tepat digunakan serta salah dalam pelafalannya seperti kata-kata *forest, flood, climate* dan *introduce* . Ada sebagian siswa dalam kelompok diskusi yang masih malu dan ragu menyampaikan pemikirannya di dalam kelompok kemudian P membantu dengan membimbing siswa dengan menyempitkan lingkup yang sedang dibahas. Setiap kelompok diberi waktu berdiskusi sekitar 20 menit. Setelah sesi diskusi selesai tiap kelompok diminta untuk mempresentasikan hasil diskusinya di depan kelas sedangkan kelompok lain menyiapkan pertanyaan untuk grup yang sedang maju ke depan. Setelah semua kelompok maju ke depan, P mereview apa yang telah dipelajari hari itu dan mengoreksi beberapa kata yang salah diucapkan oleh S. Kemudian P meminta dua S untuk diwawancarai sepulang sekolah. Setelah selesai pertemuan pertama di cycle pertama P kemudian menemui Ibu S yang sudah ada di kantor guru untuk mengembalikan LCD dan melakukan interview.

## FIELD NOTE 5

Wednesday, November 13<sup>th</sup>, 2013

### Action 2 Cycle 1

P dan R datang ke sekolah pukul 07.00 dan langsung menemui Ibu S di kantor guru serta meminjam LCD proyektor di kantor TU. Pukul 07.15- 08.45 P menemani R mengajar di kelas XII IPA 1. Pukul 10.30 P memasuki ruang kelas dan pada hari itu Ibu S tidak bisa menemani P di kelas. Ketika P masuk ke ruang kelas semua S sudah masuk ke kelas dan bersiap memulai pelajaran hari itu. P memberikan salam dan menanyakan kabar S karena S terlihat sedikit letih setelah pelajaran olahraga. Kemudian P menanyakan apakah permainan diskusi kemarin memberi kesan baik ataukah buruk untuk S *“Alright, did you enjoy our games yesterday students?”*. Kemudian salah satu S menjawab dengan sangat antusias dan meminta P untuk melakukan kegiatan seperti kemarin lagi *“I enjoy yesterday, I want to play again mbak”*. *“Alhamdulillah if you like it, what about others?”*. Kemudian beberapa S menjawab hal yang sama. P langsung membagi kembali kelas menjadi enam kelompok secara acak. Setelah semua kelompok terbentuk dan S duduk berdampingan bersama kelompoknya P memulai memberikan penjelasan kembali mengenai cara mengemukakan dan menanggapi pendapat dalam bahasa Inggris dengan benar. Topic diskusi pada hari itu adalah penggunaan seragam sekolah. Semua S memulai berdiskusi dengan kelompoknya dan sesekali S bertanya dengan P tentang kata-kata yang susah dan membuat kalimat yang benar. Kondisi kelas kondusif karena hampir semua S sangat antusias dengan aktifitas diskusi tersebut. Hanya beberapa S yang tampak masih menganggap kalau bahasa Inggris sulit tidak ikut serta mengemukakan pendapat dalam kelompok. Saat P mendatangi salah satu kelompok dan bertanya mengenai pembelajaran speaking S menjawab bahwa selama ini pelajaran bahasa Inggris di sekolahnya hanya diisi dengan menulis dan mengerjakan LKS. Setelah 30 menit sesi diskusi kelompok, masing-masing kelompok maju mempresentasikan hasil diskusinya sesuai nomor urutan yang telah

ditentukan sebelumnya. Permainan pada hari itu adalah optimist pessimist yang tak lain adalah seperti debat antara pendapat yang pro dan pendapat yang kontra. Sebagian S masih membawa catatan kecil untuk membantu mengingat materi dan sebagian yang lain terlihat seperti hafalan serta belum natural. Terkadang S bertanya tentang kata yang susah kepada P secara langsung saat sesi debat berlangsung. Setelah semua kelompok maju, P kembali mengoreksi kesalahan pelafalan dan kalimat yang salah. Jam pelajaran masih tersisa sepuluh menit lagi dan digunakan P untuk mewawancarai beberapa S. Setelah itu P mengakhiri pelajaran hari itu dan memberi salam kepada semua S. P kemudian menemui Ibu S untuk mengembalikan LCD proyektor serta menceritakan tentang kondisi S di kelas dan selanjutnya berpamitan.

## **FIELD NOTE 6**

**Friday, November 15<sup>th</sup>, 2013**

### **Action 3 Cycle 2**

P datang ke sekolah pukul 09.15 dan langsung menemui Ibu S di kanor guru, kemudian Ibu S menyuruh P menunggu di ruang tamu. Pukul 09.40 P memasuki ruang kelas bersama Ibu S dan R. P memberi salam kepada S dan menanyakan kabar mereka semua *“Good morning class, how are you today?”* dan S menjawab singkat *“Fine thank you”*. *“Well, who is absent today?”* *“Sukron mbak, he is sick in UKS”* *“I hope he will get better soon”* *“Class, today we are accompanied by Mrs.Susan and we will have a discussion games like yesterday, are you ready?”* Kemudian semua S serentak menjawab *“ready...”* P kemudian bertanya kembali *“Is there any question before playing the games?”*, banyak dari siswa menjawab *“Tell me to speak in a good sentence”* dan P menjawab *“O.K, I will show you how to make a good sentence and don’t worry, this is speaking session...so please be expressive and don’t be afraid of making mistake, do you understand?”* Sebagian S mengangguk dan sebagian lain menjawab *“yes”*. P lalu menjelaskan bagaimana membuat sebuah kalimat yang benar

dan menggunakan bahasa Indonesia di beberapa bagian, S mencatat dan memperhatikan dengan seksama. Setelah itu P menyuruh beberapa S yang mau jadi volunteer untuk membaca kalimat yang telah dibuatnya. Ternyata sebagian S sudah memahami itu semua. P kemudian meneruskan penjelasan tentang bahan yang akan dipelajari hari itu. P bertanya mengenai budaya korupsi di Indonesia dan beberapa S sudah bisa menjawab dalam bahasa Inggris walau belum akurat tetapi mereka sudah percaya diri berbicara menggunakan bahasa Inggris. Kemudian P memutar kembali video tentang berita korupsi pejabat Indonesia untuk membangun gambaran S mengenai topic yang akan dibicarakan hari itu. Setelah video selesai diputar, P membagi kelas menjadi enam kelompok secara acak dan menyuruh semua S duduk berdampingan dengan kelompoknya dan melakukan kegiatan diskusi seperti skema pertemuan sebelumnya. Permainan diskusi hari itu adalah *comment* dan bagi kelompok yang berhasil menjawab pertanyaan yang dilontarkan kelompok lain serta aktif dalam mengajukan pertanyaan dan mengumpulkan banyak poin maka akan ada hadiah dari P. Semua S terlihat lebih antusias dalam berdiskusi menggunakan bahasa Inggris walau terkadang masih sesekali bertanya kepada P tentang kosakata yang susah. Setelah sesi diskusi kelompok selesai dalam 20 menit kemudian masing-masing kelompok mempresentasikan hasil diskusi nya. Kali ini sebagian siswa terlihat lebih percaya diri untuk berbicara bahasa Inggris walau ada sebagian yang masih membawa catatan kecil. Kelompok lain memperhatikan ketika ada satu kelompok yang maju ke depan dan kemudian aktif mengajukan pertanyaan namun beberapa pertanyaan belum mampu dijawab oleh kelompok yang sedang maju. Setelah semua kelompok maju ke depan, P mengumumkan pemenang dalam games diskusi kali ini dan kelompok 2 adalah pemenangnya “Congratulation for group two in raising the highest point” dan kelompok 2 menjawab “Thank you so much mbak”. Setelah menutup pelajaran hari itu P kembali meminta tiga S untuk diwawancarai. Kemudian P dan Ibu S bersama menuju kantor guru dan beliau berkata “wah mbak anak-anak kok pada antusias dan PD gitu ya disuruh ngomong padahal biasanya

masih nyelelek” dan S menjawab “mungkin juga karena bentukny games ya bu jadi lebih terasa santai”. Setelah mengembalikan LCD proyektor, P berpamitan dengan Ibu S dan Ibu S mengingatkan bahwa masih ada dua pertemuan lagi sesuai jadwal karena memang sudah mendekati ujian semester.

## **FIED NOTE 7**

**Wednesday, November 20<sup>th</sup>, 2013**

### **Action 4 cycle 2**

Seperti biasa P datang pukul 07.00 di sekolah bersama R dan langsung menemani R mengajar di kelas XII IPA 1. Pukul 10.30 P masuk ke kelas bersama Ibu S dan R. Setelah menyiapkan semua media seperti LCD proyektor dan laptop, P kemudian memberikan salam dan bertanya kabar kepada semua S “*Assalamualaikum wr wb*” “*How are you today?*” dan S menjawab “*I am fine thank you and you*” dan P menjawab lagi “*Fine thank you*” “*Well today, we are going to talk about television program in Indonesia, what program do you watch every night class?*” Kemudian S menjawab beragam “*I like watching hitam putih mbak, I watch news in metro TV, I like sinetron*” P kembali meneruskan “*So, what is your opinion about the content of those programs, I mean when you watch a sinetron or television movie and there are some school boys smoke cigarette?*” Ada beberapa S menjawab positif dan negative tetapi sudah bisa menggunakan bahasa Inggris dengan benar. “*Will it be good example?*” Setelah P melakukan apresepsi, kelas dibagi kedalam 6 kelompok lagi. Semua S membagi sendiri kelompoknya. P juga menerangkan mengenai penggunaan *passive voice*. Setelah itu P memutar video mengenai bahaya merokok, P menyuruh S untuk berdiskusi dengan kelompoknya. Permainan diskusi pada hari itu adalah *optimist pessimist*. P berkeliling kelas ditemani dengan Ibu S untuk mengecek bahwa S menggunakan bahasa Inggris dalam sesi diskusinya, sesekali S bertanya beberapa kosakata susah kepada P. Setelah sesi diskusi kelompok selesai P menyuruh S untuk mempresentasikan hasil diskusinya. Hampir semua S sangat antusias dan



memiliki percaya diri yang tinggi untuk berbicara. S juga sudah mampu menempatkan ekspresi meminta dan menanggapi pendapat dengan kalimat yang benar. Karena banyak S yang bersemangat pada hari itu dan mereka berbicara dengan natural serta banyak S yang bertanya setelah kelompok lain mempresentasikan diskusinya, ada dua kelompok yang belum bisa maju pada hari itu. Setelah itu, P memberi tahu S bahwa hari Jumat selanjutnya adalah post test dan P memberi tahu S agar kelompoknya tetap sama dan materi yang akan didiskusikan adalah *smoking habit, wearing school uniform, dan riding motorcycle to the school*. Setiap dua kelompok mempunyai bahan yang sama dan terbagi menjadi sisi pro dan kontra karena permainan diskusi yang akan dinilai adalah *optimist pessimist*. Semua S harus mempersiapkan diri sehingga pada saat post test sudah tidak ada lagi sesi diskusi kelompok. Setelah semua cukup jelas P kemudian menutup pelajaran dan mengucapkan salam. Kemudian P juga berpamitan dengan Ibu S.

## **FIELD NOTE 8**

**Friday, November 22<sup>nd</sup>, 2013**

### **Post test**

P masuk ke ruang kelas pukul 10.30 dan langsung mempersilahkan Ibu S untuk duduk dulu karena beliau juga akan ikut menilai penampilan S saat post test. P memberi salam dan menanyakan kabar serta kesiapan S untuk post test hari itu dan S meminta waktu sebentar untuk mempersiapkan diri. P kemudian memberikan waktu sekitar sepuluh menit kepada semua S untuk menyiapkan diri. Setelah semua siap, dua kelompok pro dan kontra maju ke depan sesuai nomor urut yang telah diundi sebelumnya. Penampilan kelompok dinilai dari empat aspek yaitu *pronunciation, vocabulary, fluently dan accuracy*. P dan Ibu S menilai dalam format yang sama. P bertindak sebagai moderator karena permainan *optimist and pessimist* adalah debat antar kelompok dari pendapat pendapat yang diutarakan oleh masing-masing kelompok. Semua S terlihat sangat lancar berbicara dengan pelafalan yang benar dan

kosakata yang sesuai, hanya beberapa anak saja yang masih kurang akurasinya seperti kata *like* diikuti oleh *verb 1*. Semua S terlihat sangat menikmati permainan *optimist and pessimist game* serta percaya diri untuk berbicara di depan kelas. Setelah semua kelompok maju, P mengucapkan banyak terima kasih kepada S dan memberikan hadiah kepada S serta mengumumkan bahwa P telah selesai mengajar S di SMAN 2 Sleman. Kemudian P meminta beberapa S untuk diwawancarai sepulang sekolah. P kemudian mengucapkan terima kasih kepada Ibu S dan mengantarkan beliau ke ruang guru. Setelah berpamitan dengan Ibu S, P menuju kelas XI IPS 1 untuk mewawancarai beberapa S.

## **FIELD NOTE 9**

**Saturday, November 23<sup>th</sup>, 2013**

P datang ke sekolah pukul 09.30 dan menemui Ibu S di kantor guru. Hari itu P berencana mengambil surat keterangan telah melakukan penelitian di SMAN 2 Sleman serta mewawancarai Ibu S mengenai penelitian yang telah dilaksanakan. P mengucapkan banyak terima kasih dan permohonan maaf untuk Ibu S yang telah bersedia bekerja sama dan membantu terlaksananya penelitian P di sekolah tersebut. Ibu S juga mengucapkan banyak terima kasih kepada P dan R, Ibu S juga mengatakan bahwa teknik yang P terapkan sangat membantu S berbicara bahasa Inggris di kelas dengan nyaman dan benar. Ibu S berkata akan menggunakan teknik *directed discussion games* di kelas lain untuk meningkatkan kemampuan berbicara S dalam bahasa Inggris.

## INTERVIEW TRANSCRIPT

### Interview transcript 1

**Interviewer : The Researcher (R)**

**Interviewee : The English Teacher (T)**

**Day/Date : Monday/23 October 2013**

**Time : 09.45 a.m.**

**Place : SMAN 2 Sleman**

- R : Selamat pagi ibu, bu maaf ganggu waktunya sebentar ya hari ini mau tanya-tanya soal pembelajaran bahasa inggris di kelas ibu.
- T : Iya mbak Arista kan ya ini, monggo mumpung lagi istirahat.
- R : Iya bu.. hehehe. Langsung aja ya bu. Gimana ya bu pembelajaran bahasa inggris di sekolah ini terutama kelas sebelas?
- T : Ya biasa sih mbak sini tu ya namanya sekolah pinggiran jadi kemampuannya berbahasa inggris juga masih dibawah standar.
- R : Selama ini ibu kalo mengajar pake cara atau metode khusus nggak?
- T : Kalau metode itu ya tergantung kondisi kelasnya mbak, tapi saya tidak pernah mematok metode khusus untuk diterapkan paling ya sering memberikan anak latihan menulis agar bertambah vocabnya.
- R : Oh gitu ya bu, kalau kesulitan yang dihadapi selama mengajar apa ya bu? Misalnya seperti media atau fasilitas yang mendukung gitu bu.
- T : Kalau kesulitan sih ya sama seperti guru yang lain mbak, mungkin kadang anak-anaknya kurang greget kalo belajar bahasa inggris karena itu kan bahasa baru ya mbak ya trus juga di sekolah ini tiap kelasnya belum ada realisasi LCD tiap kelas jadi mesti gentian kalau

mau pakai makanya ibu hampir tidak pernah gunakan LCD, paling ya tape aja buat pas *listening*.

R : Oh jadi disini kalau pakai LCD mesti pinjem dulu ke kantor ya bu? Kalo lab bahasanya ada bu?

T : Lagi rusak mbak nggak pernah dipakai..

R : Kalau selama ini siswa praktek speakingnya gimana ya bu?

T : Ya kadang kan ibu suka mengajak mereka berinteraksi pakai bahasa inggris gitu mbak selama pelajaran.

R : Kalau saya mau mengajar khusus ke skill speaking gimana ya bu? Rencananya mau pake games gitu bu kaya semacam diskusi.

T : Ya bagus itu mbak, selama ini belum ada yang penelitian tentang speaking disini biasanya pake narrative terus, mungkin nanti bisa dicoba mbak dilihat anaknya semoga jadi lebih bisa interaktif.

R : Hehe.. iya bu semoga. Trus kalau media nya sendiri dan materi gitu ibu pake buku pegangan apa ya bu?

T : Ibu nggak pernah pake buku khusus sih mbak paling kadang LKS buat latihan aja, lebih seringnya anak-anak saya ajarin langsung trus nanti dicocokin.

R : Baik bu, mungkin segini dulu saya tanya nya, besok saya tanya ibu lagi setelah observasi atau saya masuk kelas.

T : Oh iya mbak silahkan. Ibu bantu semampunya.

## Interview transcript 2

**Interviewer : The Researcher (R)**

**Interviewee : The English Teacher (T)**

**Day/Date : Wednesday/ 1 November 2013**

**Time : 12.00 a.m.**

**Place : SMAN 2 Sleman**

### After Observation

- R : Makasih ya bu tadi udah boleh masuk kelas buat observasi kondisi kelas.
- T : Iya mbak tadi tak ajak ke IPS 1 karena dasarnya kemampuan semua kelas sebelas itu sama kok. Jadi gimana kelanjutannya besok?
- R : Iya ya bu? Yasudah berarti besok saya di kelas sebelas ips satu kelas saja. Tadi kan ibu itu ngajar listening ya kalau nggak salah? Emang ada jadwalnya sendiri ya bu buat masing-masing skill?
- T : Ya itu kan buat ngirit tenaga kan mbak, ibu kan hari ini ngajarnya dari jam pertama sampai akhir, ya gitu mbak caranya buat hemat energi. Jadi mau speaking mbak?
- R : Iya bu pake teknik directed discussion games nantinya biar siswa lebih enjoy di kelasnya kalau pakai games tapi tetap berbobot karena intinya itu adalah diskusi tapi dikemasnya dalam games.
- T : Lha kalau teks discussion gitu kan masuk kelas tiga kan mbak? Ada teks discussion.
- R : Ini saya nanti pakai SK KD yang asking and giving opinion dalam skill speaking kok bu jadi bukan teks.
- T : Oh begitu, ya bagus itu mbak nanti siswa biar bisa kritis tapi bisa juga mengungkapkan dalam bahasa inggris. Saya kira pake teks, ya maklum lah mbak udah guru keluaran lama.

- R : Hehe..iya gpp bu. Jadi mungkin ada tambahan dari ibu buat sebelum saya menerapkan ini bu?
- T : Rencana mau berapa cycle mbak? Ya kalau dari ibu ya pesan nya yang sabar aja karena muridnya nggak semua bisa berbahasa inggris baik, hanya beberapa yang benar-benar menguasai saja. Pokoknya nanti dibikin sevariatif mungkin saja mbak.
- R : Rencana nya nanti dua cycle dulu bu dan nanti saya pakai LCD ya bu buat nerangin topic, ngajarin beberapa kosakata serta muter video nya.
- T : Iya nanti diatur saja secukupnya gimana.
- R : Iya bu, makasih.

### **Interview transcript 3**

**Interviewer : The Researcher (R)**

**Interviewee : Student 1 (S1), Student 2 (S2), Student 3 (3)**

**Day/Date : Friday/1 November 2013**

**Time : 11.30 a.m.**

**Place : XI IPS 1 classroom**

- R : Hallo dek, ni mbak yang tadi mau minta waktu bentar kalian bertiga ya?
- S1 : Iya mbak gpp, kita juga nggak kesusu kok
- R : Sipp deh.. ini dek siapa aja namanya ya?
- S1 : Aku Fitria mbak..hehe
- S2 : Aku Dea mbak
- S3 : Aku Tiara mbak
- R : Oke, dek kalian suka nggak sih sama pelajaran bahasa Inggris?
- S3 : Sebenarnya aku suka banget sama bahasa Inggris mbak, kan keren

tapi kalo di sekolah ini nggak berkembang.

- R : Lho kenapa?
- S1 : Iya gitu mbak, cuma disuruh nulis terus sama Bu Susan trus dicocokin deh di depan pas udah selesai. Kalau kelas satu sama Pak Sukur mbak tapi malah *soyo ra jelas*..hahaha
- S2 : Hoo mbak, bahasa Inggris disini bikin males, aku aja nggak dong..hahaha
- R : Oh gitu..lha selama ini kalo praktek speaking gimana sama Bu Susan?
- S3 : Speaking yang gimana mbak? Kita paling cuma ditanya-tanya aja kalo pas mau mulai pelajaran itu pake bahasa Inggris.
- R : Ya praktek ngomong misalnya sama temennya tentang ekspresi gitu di depan kelas ganti- gantian gitu dek tapi pake bahasa Inggris.
- S2 : Hmmm..kayae belum pernah ya Fit? Paling ya itu tadi mbak cuma ngobrol-ngobrol aja sama ibunya, kadang ibunya tanya kabar ya gitu-gitu deh mbak.
- R : Oalah jadi belum pernah ada sesi speaking ya dek selama ini?
- S1 : Ya kaya gitu tadi mbak cuma ditanya-tanya aja sama bu Susan kadang, lebih banyak nulis sih mbak trus ntar ibunya nulis kosakata-kosakata penting gitu di papan tulis.
- R : Oke..oke.. kalo dek Fitria, Tiara sama dek Dea pengen nggak ada sesi speaking? Biar kita bisa praktek ngomong gitu?
- S1 : Ya mau lah mbak, tapi kadang suka takut ngomong e..sok susah bikin kalimatnya tu lho.
- S2 : Iya mbak, biar kemampuan kita ya terus berkembang.
- R : Kalo sama Bu Susan kalian pake buku apa dek? Kaya yang pas listening tadi itu juga kalian cuma bawa kaya kertas gitu.
- S3 : Seringnya pake LKS mbak, tapi lebih banyak nulis gitu tentang

pengalaman lah apa gitu. Kalo pas listening tadi cuma dikasih aja sama ibunya trus kita suruh fotokopi.

R : Lha kalo ngajarnya di kelas ibunya sering pake bahasa apa dek?

S1 : Ya pake bahasa Inggris sering sih mbak kadang juga bahasa Indonesia, tapi kadang kita nggak ngeh,hehe..

R : Oh gitu ya, oke deh makasih banyak ya adek-adek informasinya. Sampe jumpa minggu depan lagi ya dek Tiara dek Fitria sama dek Dea.

S1, S2, S3 : Oke mbak.

#### **Interview transcript 4**

**Interviewer : The Researcher (R)**

**Interviewee : Student 1 (S1), Student 4 (S4), Student 5 (S5)**

**Day/Date : Friday/8 November 2013**

**Time : 01.30 p.m.**

**Place : XI IPS 1 classroom**

#### **Cycle 1a**

R : Eh dek Fitria minta waktu lagi ya, sama ini kalian gpp ya bentar aja mbak pengen ngobrol dikit.

S1 : Iya mbak silahkan.

R : Ini dek siapa sama siapa ya? Suka lupa-lupa nama, hehe..

S4 : Damar mbak.

S5 : Aku Cintya mbak

R : Oke baiklah dek Damar dek Cintya sama dek Fitria semua yang baik hati saya mau tanya soal games tadi yang udah kita lakukan di kelas gimana menurut kalian?

S4 : Angel mbak, lha aku bingung e kadang mau ngomong apa kalo



udah di depan gitu. Soalnya kan belum pernah sama sekali pas sama Bu Susan.

R : Kalo yang lain gimana?

S1 : Sebenarnya asik sih mbak tadi tu jadi nggak kerasa kalo itu pelajaran tapi besok diajarin lagi mbak bikin kalimat biar bisa bener.

S5 : Iya mbak, kalo pas lagi diskusi sih kadang masih bisa dikit-dikit ngomong tapi pas disuruh maju ke depan jadi buyar semua e.

R : Tapi kalian mau lagi nggak besok kita pake games lagi bahasa Inggrisnya tapi ntar mbak ganti bukan kaya debat tapi cuma ngasih komentar gitu setelah kalian masing-masing kelompok maju.

S4 : Mau lah mbak, daripada sama Bu Susan dikon nulis terus gaweane, hahaha.. tapi diajari sik yo mbak.

S5 : Saya mau banget mbak, senengnya pas muter video, ada hiburan dikit jadinya enggak langsung disuruh mengerjakan.

S1 : Aku suka bahasa Inggris tu ya gitu mbak, bisa praktek ngomong.

R : Oke kalo gitu. Trus ada kesulitan yang lain nggak dek selain buat kalimat?

S5 : Kadang nggak tahu beberapa kata susah mbak kalau tadi nggak diajarin sama mbaknya.

R : Oh gitu ya, trus ada yang lain lagi?

S1 : Nggak PD mbak takut salah.

R : Weeee salah itu wajar dek, gpp kan masih belajar. Yaudah berarti besok saya ajarin lagi soal kalimat trus kata-kata yang berhubungan dengan topiknya ya.

S1, S4, S5 : Sipp mbak nya...

R : Oke, makasih banyak ya waktunya, besok-besok mbak tanya lagi. Oke?

S4 : Oke lah mbak.

### **Interview transcript 5**

**Interviewer : The Researcher (R)**

**Interviewee : Student 6 (S6), Student 7 (S7)**

**Day/Date : Wednesday/13 November 2013**

**Time : 12.00 p.m.**

**Place : XI IPS 1 classroom**

#### **Cycle 1b**

R : Dek Oryza sama dek Dani boleh ngobrol dikit ya dek?

S6 : Iya mbak, banyak juga gpp, hehehe..

R : Hahaha, dikit aja deh. Eh dek kan udah dua kali mbak ngajar kalian to? Menurut kamu gimana?

S7 : Asik sih mbak, jadi lebih enjoy, tapi tadi saya masih banyak salah ya mbak?

R : Lha ini malah balik tanya, hehehe.. gpp dek Dani kan tadi udah PD mau maju ke depan gitu. Kalo dek Oryza gimana?

S6 : Sama sih mbak kaya yang lain pada bilang, lebih enak kaya gini belajarnya nggak sepaneng tapi kadang masih tu lho mbak bingung pas udah maju ke depan.

R : Kalau pas sesi diskusi sama temen-temennya gitu suka saling bantu nggak dek? Kan itu kalian rembugan bareng to?

S7 : Lebih membantu mbak, kan kalo tanya temen sendiri nggak malu cuma kadang dalam satu kelompok sama-sama nggak dong beberapa kata yang susah trus akhirnya tanya ke mbaknya deh.

R : Alhamdulillah dek kalo bisa membantu, ada saran nggak dek buat pertemuan yang selanjutnya?

- S6 : Jangan susah-susah ngasih topiknya mbak, kalau bisa dikasih tahu dulu biar kita juga bisa cari bahan di luar gitu mbak.
- S7 : Trus ini lho mbak, aku masih belum mudeng kalimat pasif tu lho rumus nya gimana. Kalo yang ngucapin kata-kata yang bener sih nanti latihan terus kaya pertemuan sebelumnya udah diajarin.
- R : Oke, jadi masalahnya masih di kekurangan kata-kata, trus PD nya pas maju ke depan sama beberapa grammar kaya kalimat pasif tu ya?
- S7 : Kalo dari aku sih gitu mbak, kalo kaya Fitria sama Tiara kan udah PD mbak mereka jadi enak aja pas maju.
- R : Ya gpp, nanti pelan-pelan kan juga bisa to dek. Pokoknya semangat ya.
- S6 : Selalu mbak, lha sebelumnya nggak pernah ada kaya gini kok jadi aku seneng aja.
- R : Hahaha.. eh makasih banget ya udah mau ngobrol sama aku plus ngasih saran-saran. Semoga pertemuan selanjutnya nanti bisa lebih baik.
- S6, S7 : Amin....

### **Interview transcript 6**

**Interviewer : The Researcher (R)**

**Interviewee : English teacher (T)**

**Day/Date : Wednesday/13 November 2013**

**Time : 01.30 p.m.**

**Place : Teacher office**

**After Cycle 1**

- R : Ibu, hehehe... mau ngobrol lagi bentar bu sebelum pulang.
- T : Iya, monggo mbak ndakpapa kan ibu juga cuma deket to

rumahnya. Gimana anak-anak tampaknya kok riang sekali yang ngajar cantik-cantik gini?

R : Ibu bisa aja, hehehehe... ya gitu bu Alhamdulillahnya anak-anak cukup menikmati aktivitas yang saya bawaan. Kalau dari ibu sendiri gimana ya bu pendapatnya?

T : Kalau sejauh yang saya lihat sih mbak bagus-bagus saja, kreatif nampilin video juga dan pakai LCD jelasinnya. Kalo ibu udah nggak telaten. Cuma ya mereka masih kurang PD mbak seperti masih ragu-ragu ngucapinnya makanya tadi juga ada beberapa siswa yang masih kurang aktif.

R : Hehe.. gitu ya bu. Kalau dari media yang saya gunakan bu?

T : Kalau untuk media mungkin sudah cukup menarik ya tapi mungkin nanti perlu ditambahin lagi contoh teksnya percakapan menggunakan ekspresi meminta dan mengungkapkan pendapat. Rencana nya sudah mau masuk ke cycle 2 kan? Nanti takutnya anak-anak malah bosan kalau terlalu lama dan ini sudah mau tes semesteran.

R : Iya bu nanti pertemuan selanjutnya sudah masuk ke cycle 2 lanjut ke post test

T : Oh iya satu lagi mbak, kalau menjelaskan pelan-pelan. Tadi mbak Arista tak lihat agak cepet-cepet gitu jadi biarkan siswa mencerna

R : Oh iya iya bu. Jadi tidak masalah ya bu saya masih melanjutkan memakai teknik ini?

T : Tidak sama sekali. Malah bagus kok mbak, bisa melatih siswa praktek berbicara.

R : Kalau penggunaan English classroom di kelas, bagaimana menurut ibu?

T : Kalau itu memang ibu lihat anak-anak masih belum tahu banyak

kata-kata baru dan mereka juga mungkin merasa nggak familiar akhirnya masih banyak yang bertanya dengan bahasa Indonesia. Mungkin nanti memang agak diajarin dulu beberapa kosakata susah biar siswanya mudeng.

R : Iya bu. Yasudah kalau begitu trimakasih sekali atas saran nya ya bu. Nanti saya akan coba mencari contoh teks lagi. Saya sekalian mau pamitan bu.

T : Iya mbak, hati-hati.

### **Interview transcript 7**

**Interviewer : The Researcher (R)**

**Interviewee : Student 2 (S2), Student 8 (S8), Student 9 (S9)**

**Day/Date : Friday/15 November 2013**

**Time : 11.30 a.m.**

**Place : XI IPS 1 classroom**

### **Cycle 2a**

R : Eh masih pada ngumpul disini. Yaudah aku tanya-tanya ke kalian disini aja ya dek. Nggak keburu-buru kan?

S8 : Mau jumatatan bentar lagi mbak tapi kalo mau diwawancara bentar gpp kok.

R : Oke makasih dek Luthfi sebelumnya ya. Ni ya tadi kan udah nambah kan diajarin lagi tentang buat kalimat yang benar trus waktu diskusinya ditambah, nah menurut kalian gimana dek pembelajaran hari ini?

S9 : Kalau aku sih tambah asik mbak aku jadi punya kesempatan belajar ngomong bahasa Inggris di kelas kan selama ini nggak pernah ada to mbak. Trus tambah semangat soalnya ada hadiahnya.

Hahaha...

- S2 : Iya mbak, jadi lebih mudeng lagi soalnya tadi lumayan banyak kosakata susah yang diajarin trus kelompoknya kan dapet yang klop mbak jadi ya makin meningkat aja kemampuan kita.
- S8 : Kalau sering-sering dikasih hadiah pemenangnya pasti lebih pada semangat lho mbak. Hahaha... tapi tadi aku nggak menang e
- R : Yeee... bangkrut lah dek kalo tiap hari ngasih hadiah, hehehe.. tapi btw, tadi tak liat udah pada berebutan ngasih komentar gitu e nggak kaya kemarin-kemarin, kenapa dek?
- S2 : Iya mbak, kan udah tahu caranya jadinya enak pas mau ngomong.
- R : Kalo materi dari saya tadi pada mudeng kan ya dek? Menurut kalian gimana?
- S9 : Cukup menarik kok mbak, ditanya-tanya dulu buat mengarah ke topic diskusi trus disetelin video deh, lain kali mainin lagu-lagu juga mbak biar bisa missing lyric. Hahaha...
- R : Lha nanti jadinya malah listening dong dek. Kalau yang lain gimana? Merasa terbantu nggak speaking nya pake aktivitas kaya tadi?
- S8 : Enak mbak jadi nggak sepaneng sinau boso Inggris tapi tetep masuk.
- R : Menurut kalian ada yang perlu ditambah lagi nggak dek buat pertemuan selanjutnya?
- S2 : Besok kelompoknya milih sendiri aja mbak biar enak trus waktunya kasih komentar ke kelompok yang maju lebih dibanyakin
- R : Oh begono.. oke deh besok diatur lagi waktunya ya. Kalo soal kelompok bisa nanti kalau mau milih sendiri, dari kemarin berubah-ubah kan biar merata dek.
- S9 : Iya mbak nggak masalah kok kelompok tuh.

- R : Oke deh karena kalian berdua mau jumatatan jadi sesi wawancara hari ini udahan dulu ya, makasih banget lho dek udah mau aku tanya-tanya.
- S2 : You're welcome mbak

### **Interview transcript 8**

**Interviewer : The Researcher (R)**

**Interviewee : Student 10 (S10), Student 11 (S11), Student 12(S12), Student 13 (S13)**

**Day/Date : Wednesday/20 November 2013**

**Time : 01.30 p.m.**

**Place : XI IPS 1 classroom**

### **Cycle 2b**

- R : Welah sudah disini rupanya kalian. Hahaha..interviewnya rombongan ya dek ya.
- S10 : Ocreee mbak... monggo tanya aja sama kita.
- R : Oke mulai dari dek Clara, menurut kamu games tadi menyenangkan nggak dek?
- S10 : Asik banget mbak, aku kan dasarnya suka sama bahasa Inggris jadi ya terbantu banget mbak dengan aktivitas kaya tadi bisa saling membantu sesama tim juga.
- R : Baik, kalo dek Mario sendiri gimana dek? Sudah ada peningkatan belum speakingnya?
- R : Iya dek Mario tadi lancer banget ngomongnya pas di depan. Oke kalau dek Gilang gimana hayo?
- S12 : Gimana apa nya mbak?
- R : Ya kemampuan speakingnya, nambah nggak? Meningkat nggak?

- S12 : Oalah, yo iya mbak, aku malah pengen mbak nya aja yang ngajar besok2, hahaha...
- R : Hush..ada-ada aja kamu ki, masih sok bingung nggak tapi?
- S12 : Yo bingung ki tetep ada to mbak, tapi kalau ada temennya dalam segrup gitu kan enak kalau mau tanya jadi nggak sungkan.
- R : Jadi intinya kamu meningkat ya dek ya?
- S12 : Banget mbak, jadi nggak isinan plus tambah PD.
- R : Pake plus segala, hahaha... Nah dek Rizka gimana dek?
- S13 : Hehehe... ya gitu mbak, lebih suka pake games biar nggak kerasa lagi pelajaran jadi nya nggak ngebosenin.
- R : Kalau besok-besok sama bu Susan pake cara kaya tadi mau nggak dek?
- S13 : Ya kalo bu Susan bisa mbak, kan sukanya cuma nulis terus mbak.
- S11 : Harusnya bahasa inggris tu ya kaya gini mbak, praktek ngomong nggak Cuma suruh nulis terus.
- R : Kalo mbak jelasin pake bahasa Inggris gitu mudeng nggak kalian?
- S11 : Mudeng kok mbak, dulu sih pas awal-awal nggak mudeng tapi trus makin kesini jadi terbiasa dengerin bahasa Inggris terus jadi lebih paham
- S12 : Iya betul itu mbak, kalau tiap hari diajarin kosakata baru sama cara ngucapinnya lama-lama jadi mudeng walau sebagian kata kadang suka nggak jelas tapi intine mudeng kok mbak.
- R : Oh gitu, jadi karena tiap hari digunain jadi terbiasa dan bisa ngerti ya dek ya? Lha kalian ada saran nggak dek buat ini semua?
- S10 : Ini lho mbak, kalo bisa praktek langsung sama bule bisa pas ke Malioboro kaya gitu
- R : Hahaha..ide bagus tu ya, kalau dari pembelajaran yang mbak ajar kira-kira gimana dek?



- S13 : Udah bagus kok mbak, nggak monoton malahan kita sering kurang waktu kan temen-temen? Hahaha...
- R : Alhamdulillah kalo emang kalian jadi nambah kemampuan bahasa Inggrisnya, jadi harapan saya bisa tercapai.
- S12 : Besok dikasih hadiah lagi ya mbak kelompok yang poinnya banyak?
- R : Iya besok ada surprise lah pokoknya pas post test nya. hehehe..
- S10 : Asikkkk lah... hahaha
- R : Oke deh gitu ya dek ya. Makasih banyak lho ya udah mau tak tanya2.
- S11, S12 : Sama-sama mbak.

### **Interview transcript 9**

**Interviewer : The Researcher (R)**

**Interviewee : English Teacher (T)**

**Day/Date : Friday/22 November 2013**

**Time : 11.30 p.m.**

**Place : Teacher office**

### **After Cycle 2**

- R : Siang bu, hehehe... mau wawancara lagi ya bu.
- T : Of course mbak, silahkan monggo monggo, yo disitu saja yang enak mbak. Gimana?
- R : Iya bu. Bu kan ini sudah post test trus sudah selesai juga semuanya, dari pendapat ibu sendiri gimana ya bu?
- T : Bagus mbak, rasa PD nya meningkat sekali. Mbak Arista pinter membawa suasana kelas.
- R : Kalau menurut ibu, apakah kemampuan berbicara siswa siwi

mengalami peningkatan?

- T : Ya kan mbak juga bisa lihat sendiri to dari awal seperti apa disuruh berbicara ogah-ogahan lalu sekarang malah pada berebutan. Menurut saya itu hal yang sangat baik lho mbak. Jadi kalau ditanya meningkat atau tidak ya jelas sekali meningkat dan bertambah.
- R : Kalau dari pronunciation anak sendiri gimana bu? Dan mengembangkan ide nya?
- T : Iya kalau pronunciation saya dengar anak juga makin terlatih ya mbak ya, kalau untuk pengembangan ide itu mungkin karena sudah tersruktur jadi anak bisa mengembangkannya.
- R : Ada saran khusus nggak bu untuk saya maupun tentang penelitian ini?
- T : Saya malah terimakasih sekali mbak sudah mau penelitian disini karena memang selama saya jadi guru disini baru dua kali ini ada penelitian bahasa Inggris. Anak-anak juga cukup respek dengan teknik yang mbak ajarkan.
- R : Apakah untuk kedepannya ibu mau menggunakan teknik saya untuk mengajar speaking?
- T : Iya, tentu nanti akan saya coba tapi mungkin tidak pakai video seperti mbak arista ya.. tapi memang bagus itu anak disuruh diskusi dan saling membantu.
- R : Alhamdulillah bu. Saya harap setelah ini kemampuan siswa kelas lain dalam berbicara bahasa Inggris juga akan meningkat dengan memakai treatment seperti kelas XI IPS 1. Ibu terimakasih banyak atas kesediaan nya saya repotkan dan waktu untuk saya. Mohon maaf kalau ada banyak salah ya bu.
- T : Sama-sama mbak. Terimakasih juga sudah berkenan datang kesini.

# **APPENDIX C**

## **DOCUMENT AND**

## **PHOTOGRAPH**

Picture 1. The students did the pretest



Picture 2. The students were discussing with their group



Picture 3. The students were paying attention to the video about global warming



Picture 4. Some students actively asked the question to the performing group



Picture 5. The students were very confident to speak up in front of their friend



Picture 7. The collaborator assisted the researcher conducting the research



# **APPENDIX D**

## **LETTERS**



**PEMERINTAH KABUPATEN SLEMAN**  
**DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA**  
**SMA NEGERI 2 SLEMAN**

Alamat : Brayut Pandowoharjo Sleman 555512 Telp 0274 869774

**SURAT KETERANGAN**

No : 070 / 419

Yang bertanda tangan di bawah ini :

Nama : Drs.DAHARI,M.M  
 NIP : 19600813 198803 1 003  
 Pangkat Golongan : Pembina Utama muda IV/c  
 Jabatan : Kepala Sekolah  
 Instansi : SMA Negeri 2 Sleman  
 Dinas Pendidikan Pemuda dan Olah Raga  
 Kabupaten

Menerangkan :

Nama : ARISTA FDA  
 No. Mhs. / NIM / NIP / NIK : 09202244036  
 Program / Tingkat : S1  
 Instansi / Perguruan Tinggi : Universitas Negeri Yogyakarta

Telah melaksanakan kegiatan Penelitian tentang : " IMPROVING THE SPEAKING SKILL OF ELEVENTH GRADE STUDENTS SMA NEGERI 2 SLEMAN OF YOGYAKARTA THROUGH DIRECTED DISCUSSION AND DECISION ACTIVITIES IN THE ACADEMIC YEAR OF 2013 /2014", pada Tanggal : 30 Oktober 2013 sampai tanggal 23 November 2013

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya

Sleman, 27 November 2013  
 Kepala Sekolah



Drs.DAHARI,M.M  
 NIP. 19600813 198803 1 003





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/33.01  
10 Jan 2011

Nomor : 1014a/UN.34.12/DT/X/2013  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

24 Oktober 2013

Kepada Yth.  
Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Provinsi DIY  
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***IMPROVING THE SPEAKING SKILL OF ELEVENTH GRADE STUDENTS OF SMAN 2 SLEMAN OF YOGYAKARTA THROUGH DIRECTED DISCUSSION GAMES***

Mahasiswa dimaksud adalah :

Nama : ARISTA FEBRIYANTI DWI ANJANI  
NIM : 09202244036  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Oktober - Desember 2013  
Lokasi Penelitian : SMAN 2 Sleman

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

Sekran  
Kepala Pendidikan FBS,  
  
Probo Utami, S.E.  
NIP 19670704 199312 2 001

Tembusan:  
1. Kepala SMAN 2 Sleman





**PEMERINTAH KABUPATEN SLEMAN  
BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511  
Telepon (0274) 868800, Faksimili (0274) 868800  
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

**SURAT IZIN**

Nomor : 070 / Bappeda / 3217 / 2013

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.  
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta  
Nomor : 070/Reg/V/7572/10/2013 Tanggal : 24 Oktober 2013  
Hal : Izin Penelitian

**MENGIZINKAN :**

Kepada :  
Nama : ARISTA FEBRIANTI DWI ANJANI  
No.Mhs/NIM/NIP/NIK : 09202244036  
Program/Tingkat : SI  
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta  
Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta  
Alamat Rumah : Janan RT 02/04, Borobudur, Magelang, Jawa Tengah  
No. Telp / HP : 089672176571  
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul  
**IMPROVING THE SPEAKING SKILL OF ELEVENTH GRADE STUDENTS  
OF SMA N 2 SLEMAN OF YOGYAKARTA THROUGH DIRECTED  
DISCUSSION GAMES**  
Lokasi : SMA Negeri 2 Sleman  
Waktu : Selama 3 bulan mulai tanggal: 24 Oktober 2013 s/d 24 Januari 2014

**Dengan ketentuan sebagai berikut :**

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 29 Oktober 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris  
u.b.

Plt. Kepala Bidang Pengendalian dan Evaluasi



Drs. MUHAMMAD AJI WIBOWO, M.Si

Pejabat, IV/a  
NIP 19680527 199403 1 004

**Tembusan :**

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Sleman
6. Ka. SMA Negeri 2 Sleman
7. Dekan Fak. Bahasa dan Seni - UNY
8. Yang Bersangkutan



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA**  
**SEKRETARIAT DAERAH**  
 Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
 YOGYAKARTA 55213

**SURAT KETERANGAN IJIN**  
 070 /Reg / VI / 7572 /10 /2013

1014A/UN34.12/DT/X/2013

Membaca Surat : **DEKAN FAK BAHASA DAN SENI UNY**

Nomor :

Tanggal : **22 OKTOBER 2013**

Perihal : **IJIN PENELITIAN**

Mengingat :

1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.

**DIIJINKAN** untuk melakukan kegiatan survei/penelitian/opengembangan/pengkajian/studi lapangan kepada:

Nama : **ARISTA FEBRIANTI DWI ANJANI** NIP/NIM : **09202244036**  
 Alamat : **KARANGMALANG, YOGYAKARTA**  
 Judul : **IMPROVING THE SPEAKING SKILL OF ELEVENTH GRADE STUDENTS OF SMAN 2 SLEMAN OF YOGYAKARTA THROUGH DIRECTED DISCUSSION GAMES**

Lokasi : **KAB SLEMAN**

Waktu : **24 OKTOBER 2013 s/d 24 Januari 2014**

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website: [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id) dan menunjukkan n
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website: [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta  
 Pada tanggal **24 OKTOBER 2013**

An. Sekretaris Daerah  
 Asisten Perekonomian dan Pengembangan  
 Ub.  
 Administrasi Pembangunan



Heri Susilowati, SH.  
 NIP. 19660120 198503 2 003

**Tembusan:**

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
2. Bupati Sleman, Cq. Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olah Raga DIY
4. DEKAN FAK BAHASA DAN SENI UNY
- 5 Yang Bersangkutan.